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SPECIAL REPORT

ON

THE SYSTEM OF EDUCATION

IN

NEW SOUTH WALES.

(*Sectional Reprint from Vol. V. of "Special Reports on Educational Subjects."*)

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

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INTRODUCTORY NOTE.

The following Report on the System of Education in New South Wales is reprinted from Vol. V. of "Special Reports on Educational Subjects," published in April, 1901. It was prepared in the Special Inquiries Section of the Board of Education from official documents supplied by the Department of Public Instruction for New South Wales in response to an invitation of the Lords of Committee of Council on Education, transmitted in 1897 by the Secretary of State for the Colonies. It has not been found practicable to alter the paging, which has reference to the volume in which the Report originally appeared.

The contents-tables and prices of the volumes of "Special Reports on Educational Subjects," already published, will be found at the end.

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August, 1901.

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THE SYSTEM OF EDUCATION IN NEW SOUTH WALES.*

I. HISTORICAL SKETCH.

Although the instructions issued to Governor Phillip, under whose supervision the first settlement in Australia was founded, contained the direction that 200 acres near every township should be reserved for the maintenance of a schoolmaster, and there were many children in the "First Fleet," no teacher was sent with that fleet, and it was not till 1792, four years after the foundation of the Colony, that any interest in the well-being of the children was manifested. The first chaplain, the Rev. R. Johnson, lamenting the neglected condition of the children, suggested that educated convicts might be found to undertake the duties of teachers, if means were provided to pay them. With this object he appealed to the Society for the Propagation of the Gospel in Foreign Parts, and that body granted the sum of £40—£10 for each of four teachers.

The first building used as a schoolhouse was that built as a church for the Rev. R. Johnson, and was wilfully burnt down. Governor Phillip states that in this building from 150 to 200 children were educated under the immediate superintendence of the clergyman. Governor Phillip seems to have been concerned about the juveniles of his charge, for in his despatch dated August, 1796, he wrote that a Public School for the care and education of the children is much wanted to save them from certain ruin. Though the Ministry of the day turned a deaf ear to his appeals, the Church Society in London resolved to extend assistance to the new settlement, and to begin with holding out encouragement to schoolmasters and schoolmistresses as the most likely means of effecting a reformation. Very little, however, was done, and in March 1802, Governor King reported "the children numbered 1,002, and finer or more neglected children are not to be met with in any part of the world."

The first voluntary effort to get up a school was made at the Hawkesbury, the leading farming centre of population, but as the settlers had not the means to erect a schoolhouse, the Governor had it built at the expense of the Crown, and obtained from the settlers signatures to an instrument engaging themselves and their heirs, &c., for the term of fourteen years to pay the annual sum of 2d. per acre for all lands granted by the Crown and held by them, for the purpose of providing a maintenance for such persons as might be appointed to teach the children. This is the

* The Statistics in this report, which was originally prepared in 1898, have been, as far as possible, brought up to date.

first instance of a school-rate in Australia, and took place long before such a thing was contemplated in England.

Governor Bligh appears to have shown great interest in the education of youth. Writing in February, 1807, he refers to the work of regulating schools in the towns and watching over the rising generation, and states: "At present we are doing all in our power to educate the children, having nearly 400 of them under tuition in the different parts of the Colony."

From 1810 schools were generally established by the various churches by means of grants from the State. This aid was derived from certain custom duties called the "Orphan Dues," because the first charge upon them was for the maintenance and education of orphan children. The money was applied chiefly to the payment of teachers' salaries. Each school was wholly independent of others; there was no system or general aim prescribed by a competent authority. Religious instruction, including the Church Catechism, was universally given without regard to the denomination of the pupils, and in point of fact the schools were almost entirely Church of England institutions.

In 1831 Sir Richard Bourke became Governor of the Colony, and in his first address to the Legislative Council he recommended a liberal provision for the religious instruction and education of the people, and in 1836 he advised that the Irish National System of education be introduced into the Colony. Though the proposal was approved by the Home Government and was warmly supported by Sir George Gipps, who succeeded Bourke, it was opposed so strongly that for several years nothing was accomplished except that the National System was brought under the notice of the colonists and its principles made familiar to them.

In June, 1844, Mr. Robert Lowe, afterwards Lord Sherbrooke carried a resolution in the Legislative Council appointing a Select Committee to inquire into and report upon the state of education in the Colony, and to devise means of placing the education of youth upon a basis suited to the wants and wishes of the community. In August following the Committee reported that the state of education was extremely deficient. There were 25,676 children between the ages of 4 and 14, of whom 7,642 received instruction in the State-aided Denominational Schools and 4,865 in Private Schools, leaving about 13,000 children who received no education at all. The Report stated that the Committee were convinced of the superiority of a general over a Denominational System, and therefore recommended that one uniform system be established for the whole of the Colony, and that an adherence to that system should be made the indispensable condition under which alone aid should be granted. In support of these views resolutions were taken in the Council, but only by a majority of one—"That it is advisable to introduce Lord Stanley's System of National Education." "That, in order to introduce this system, His Excellency the Governor be requested to appoint a Board of persons favourable to the introduction of Lord Stanley's National System of Education, and belonging to the

different religous denominations. This Board to be invested with a very wide discretion as to the arrangements necessary for carrying the system into effect, and all funds to be henceforth applied for the purpose of education to be administered by them. The leading principle by which the Board of Education shall be guided is to afford the same facilities for education to all classes of professing Christians, without attempt to interfere with the peculiar religious opinions of any, or to countenance proselytism And that the Board be incorporated."

The supporters of denominationalism were strong enough not only to block all further progress till 1848, when the Board of National Education was incorporated, but also to secure countenance of aid to their own schools. A Board of Denominational Education, consisting of one representative from the Church of England, Roman Catholic, Presbyterian, and Wesleyan bodies, was appointed to distribute the sums voted for the maintenance of Denominational Schools. The management of these schools was practically left in the hands of the heads of the various denominations.

At this time the Denominational Schools were attended by 11,725 children, and the grant from State funds for the year 1847 was £8,450. (It must be borne in mind that New South Wales then included the territories now known as Victoria and Queensland.)

The National System therefore commenced in 1848, and by the end of that year 4 schools were under the supervision of the Board. In 1849 these had increased to 25. In 1850, the year before the colony of Victoria was formed, the returns were—National Schools, 43 in operation, and 52 in course of formation; pupils enrolled, 2,725; expenditure, £7,300. In this expenditure a large balance brought forward from the previous year was included. Denominational Schools, 185; pupils enrolled, 11,581; expenditure from State funds, £8,350. For eighteen years the curious spectacle was presented of two educational bodies created by the same authority and supplied with funds from the same source—the public Treasury; each, moreover, was of necessity the rival of the other, and in numerous instances competed for the same pupils. The progress of the one was secured at the expense of the other; and, instead of mutual help and co-operation in the important work of education, jealousy of each others success and division and consequent waste of means were the inevitable results. Numerous applications were made to the National Board for the establishment of schools, but as an indispensable condition was that one-third of the cost of building and equipment must be contributed by the applicants it can be easily understood that schools did not increase with startling rapidity. In 1857 regulations for the establishment of non-vested schools, or schools not erected by or belonging to the Board, were introduced. These non-vested schools were the means of bringing the means of education into places where none would have otherwise existed, and met with such favour that during the first year of their existence sixty-six applications for aid were made. This

marked increase brought the National System more widely before the public, and virtually decided the question that further legislation was necessary, and that the anomaly of two rival Boards supported by the State could no longer be continued. Several attempts to introduce a general system were made, but as the proposals were largely tinged with denominationalism received but little support either from the Legislature or the public. It was not till 1866 when Mr. (afterwards Sir Henry) Parkes introduced the Public Schools Act, or "An Act to make better provision for Public Education," that the long-desired change was effected. This Act came into operation in January, 1867, and very important changes were introduced. By its provisions the administration of primary education was committed to one governing body, thereby securing some sort of consistency in educational policy. A Board of Education, consisting of five members, under the designation of the Council of Education, was incorporated, and to this body was entrusted the expenditure of all moneys appropriated by Parliament for primary education. Further, the Council were empowered to make regulations having the force of law, unless disallowed by express resolution of both Houses within one month of the date of their being submitted to Parliament. These great powers enabled the Council to carry on the work of instruction without restrictions from any quarter, except those imposed by law.

The Public Schools Act recognised four classes of schools. Authority was expressly conferred upon the Council to establish and maintain Public Schools in localities where twenty-five children would regularly attend; and that such schools should, whenever practicable, take precedence of all others supported by Parliamentary grants. Secondly: The Council was permitted to grant aid to Denominational Schools under certain restrictions as to the number of pupils, the condition of the buildings, and the distance of Public Schools from those on behalf of which assistance was sought; they were required to follow the course of instruction prescribed for Public Schools, and to be open to inspection in the same manner; and the Council was empowered to withdraw certificates, and therefore aid, in case these conditions were infringed. Thirdly: Provisional Schools were to be established in places where a sufficient number of children for a Public School could not be secured. Fourthly: a class of schools was instituted where the teacher divided his time between two small schools, about ten or twelve pupils at each, called "Half-time Schools." The Public Schools Act provided that the instruction to be given in all these schools should consist of two parts, secular and religious; but secular instruction was held to include general religious teaching, as distinguished from polemical or dogmatical theology. In the Denominational Schools the ordinary teachers were permitted to give the special religious teaching, while in the other schools that duty was handed over to the clergy or duly accredited religious teachers.

The local oversight of schools was provided for by the appointment of Boards of not fewer than three members appointed by

the Governor on the recommendation of the Council of Education; but such Boards had nothing to do with the appointment or dismissal of teachers, although in the case of Denominational Schools they were consulted.

The benefits conferred upon the Colony by the Board of National Education cannot be over-estimated. Under its auspices school buildings of modern type as regards position, shape, size, and equipment were introduced, effective discipline was enforced, and systematic and progressive instruction arranged for. That Board also instituted the appointment and training of pupil-teachers, the training, examination, and classification of teachers, and a liberal scale of remuneration, together with an efficient system of inspection. Most of the regulations of the National Board, with but slight modifications, are in force to-day.

The Council of Education took over 259 National Schools, attended by 19,641 pupils, and 310 Denominational Schools, attended by 27,986 pupils, a total of 569 schools and 47,627 pupils.

The Public Schools Act continued in force until 1880, and, though the system established by it was essentially one of transition, education made good progress during the thirteen years it was in force, especially after 1875, when the Legislative Assembly passed a resolution abolishing the provision that one-third of the cost of school buildings should be contributed locally, and directing that in future the entire cost of Public Schools be defrayed by the public funds. The principle of granting aid to Denominational Schools was, however, repugnant to the feelings of the majority of the people, and it was felt that the work of public instruction, being of such magnitude, and involving so large an expenditure from the public funds, ought to become a department of the Government, and be placed in the hands of a Minister directly responsible to Parliament. Accordingly, in 1880, an Act embodying these principles was passed under the auspices of Sir Henry Parkes, and the Public Instruction Act, now in operation, became the law of the land. The Council of Education handed over to the Minister of Public Instruction—

	No. of Schools.	No. of Pupils.
Public	705	68,823
Provisional	313	8,312
Half-time	97	1,683
Denominational	105	22,716
Total	1,220	101 534

The most important provisions of the Public Instruction Act are:—(1) Primary School education is placed under the sole direction and control of a responsible Minister (2) Teachers are made civil servants, and are paid exclusively from the public funds. (3) The system is wholly undenominational. All aid

to Denominational Schools ceased on 31st December, 1882. (4) Attendance at school is made obligatory upon children between the ages of 6 and 14 years who reside within two miles of the school for seventy days in each half-year, unless just cause of exemption can be shown. (5) The fees to be paid by parents are 3d. per week per child, but not exceeding 1s. in all for the children of one family. All fees are the property of the State, and must be paid into the Consolidated Revenue. Power is given, however, to remit the fees when it is shown that the parents are unable to pay. (6) The teaching is strictly secular, but the words "secular instruction" are held to include general religious teaching, as distinguished from dogmatical and polemical theology. The History of England and of Australia must form part of the course of secular instruction. (7) High Schools for boys and girls may be established, in which the instruction shall be of such a character as to complete the Public School curriculum and prepare the pupils for the University. (8) Provision is made for constituting Public School Districts, and for the appointment of School Boards with defined powers and duties. (9) School children are allowed to travel free by rail to the nearest Public School. (10) Four hours during each day must be devoted to secular instruction, and one hour set apart for special religious instruction, to be given in a separate classroom if procurable, or in a separate part of the schoolroom, by a clergyman or religious teacher of any persuasion to children of the same persuasion whose parents have no objection to their receiving such religious instruction. If no religious teacher attends, the full five hours must be devoted to the ordinary secular instruction.

Some idea may be formed of the success that has attended the working of the Act from the following statistics from the Report for the year 1899, comparing the number of schools in operation in 1881, the first full year during which the Department was under Ministerial control, with the number open in 1899:—

Schools.	Number of Schools or Departments in operation.		Increase 1881–1899.
	1881.	1899.	
High Schools	—	4	4
Superior Schools	58	253	195
Primary Public Schools	1,042	1,774	732
Provisional Schools	246	358	112
Half-time Schools...	93	456	363
House-to-house Schools	—	33	33
Evening Schools	57	31	26*
Total	1,496	2,909	1,413
Seats provided	98,721	259,119	160,398

* Decrease.

II. PRESENT STATE OF EDUCATION.

The Minister of Public Instruction is responsible for the expenditure of all moneys voted by Parliament for the purposes of public instruction. All lands acquired are held in trust for the maintenance of schools and the revenue derivable from the Church and School Estates land is paid into the "Public Instruction Endowment Account," and must be expended upon the State system of education. Apart from the sums received as school fees and from the endowment account, the whole of the expenditure incurred under the Act of 1880 is defrayed out of the Consolidated Revenue.

Classification and Number of Schools.

Under the Public Instruction Act the following classes of schools are established and maintained:—

Public Schools, with attendance varying from twenty to 600 and over, classified from Class X (the lowest) to Class I. Teachers in these are required to hold classifications commensurate with the class of school to which they may be appointed.

Superior Public Schools, under the same classification as Public Schools, but in which additional lessons in the higher branches of education may be given. To warrant the establishment of a Superior School there must be in attendance at least twenty pupils who have completed the course prescribed for a Fourth Class.

Half-time Schools, conducted in all respects as Public Schools under classified teachers. These may be established wherever sixteen children within 10 miles of a central point can be collected into groups of not less than eight in each. The teacher divides his time between the two schools so as to effect the largest amount of good.

House-to-house Schools, similarly conducted, except that the teacher has three or more stations instead of two under his charge, and the numbers in each are smaller. The subjects of instruction are limited to reading, writing, dictation and arithmetic. The teachers in these schools hold no classification, and are paid £4 10s. a year per caput up to a maximum of £90.

Provisional Schools, established in remote and thinly populated districts where no Public School may exist, and where not fewer than ten, but not more than nineteen, children between the ages of 6 and 14 years can regularly attend. A Provisional School may not be established within 4 miles by nearest route of any existing Public, Provisional, or Half-time School. These schools are divided into two classes, and the teachers are, as a rule, unclassified.

Evening Public Schools, which may be established where not fewer than ten persons over 14 years of age will attend who may not have received the advantages of primary education. No teacher can be appointed to Evening Schools unless he has been trained and classified.

High Schools for Boys and High Schools for Girls, before entering which an examination must be satisfactorily passed. In these schools the course of instruction includes ancient and modern languages, literature, history, mathematics, physical science, and other approved subjects, and is such as to complete the Public School curriculum and to prepare students for the University.

It will be evident from this statement and from the Regulations appended that the Public Instruction Act of New South Wales is remarkably liberal in its provisions for the establishment of schools and supply of teachers, and is specially suitable for a sparsely peopled country. Under the operation of this Act every nook and corner of the Colony where eight or ten children can be collected has its school and teacher. The expense is, of course, great, but Parliament has always been most generous in its grants for educational purposes. In addition to the schools established and maintained under the Public Instruction Act, the following State supported or aided schools are still in operation, namely, the Sydney Grammar School, the two Industrial Schools, the School for the Deaf and Dumb and the Blind, and the Carpenterian and Shaftesbury Reformatory Schools.

The following table shows the number and the classification of the schools open in 1899:—

	Schools.	Departments.
1. *High Schools*—		
Unclassed	4	4
2. *Public Schools and Half-time Schools*—		
In Class I	46	138
„ II	39	105
„ III	29	62
„ IV	61	85
„ V	122	123
„ VI	240	240
„ VII	230	230
„ VIII	394	394
„ IX	836	836
„ X	128	128
Unclassed	142	142
3. *Provisional Schools*—		
Class I)		
„ II	358	358
4. *House-to-house Schools*—		
Unclassed	33	33
5 *Evening Public Schools*—		
Unclassed	31	31
Total	2,693	2,909

Compulsory Attendance.

All children between 6 and 14 years of age must attend school not fewer than seventy days in each half-year, unless exempted

on the ground (*a*) of being under regular and efficient instruction elsewhere; (*b*) of sickness, infirmity, fear of infection or other unavoidable cause; (*c*) of the non-existence of any school within 2 miles by nearest road; (*d*) of being educated up to a prescribed standard in reading, writing, spelling, and arithmetic. The maximum penalties for non-compliance with the law are a fine of 5s. for the first offence, and of £1, or in default imprisonment for seven days for each subsequent offence. When a pupil satisfies the Inspector, a certificate exempting him from compulsory attendance is issued.

The returns for the year show an improvement as regards enrolment, the gross enrolment at Primary schools being 265,037 pupils, as compared with 258,592 in 1898, an increase of 6,445. Deducting 12 per cent. on account of multiple enrolments, the number of individual pupils under instruction was 233,233, an increase over the preceding year of 5,672.

The gross aggregate enrolment and the aggregate enrolment of distinct pupils for the last five years appear below:—

Years.	Gross Aggregate Enrolment.	Corrected Aggregate Enrolment of Distinct Pupils.	Increase.	
			Gross Enrolment.	Corrected Enrolment.
1895 ...	245,904	216,396	11,512	10,131
1896 ...	251,821	221,603	5,917	5,207
1897 ...	256,996	226,157	5,175	4,554
1898 ...	258,592	227,561	1,596	1,404
1899 ...	265,037	233,233	6,445	5,672

Estimating the mean population of the Colony for 1899 at 1,345,245, the population between 6 and 14 years of age was 253,212. Of this number 201,014, or 79·4 per cent., attended State Schools, and 52,198, or 20·6 per cent., received instruction in Private Schools or at home, or else remained untaught. From the latest returns of Private Schools' attendance it is estimated that the total enrolment was 60,159. As of this enrolment 45,294 pupils were between the ages of 6 and 14, it will be seen that, of the total statutory school population of 253,212, 246,308, or 97·3 per cent., were enrolled at State and Private Schools, while 6,904, or 2·7 per cent., were taught at home, had left school after satisfying the standards of the Act, or remained untaught. In addition to pupils of the Statutory School age, 18,736 under 6 years of age, and 29,883 over 14 years, were also enrolled for school attendance—33,754 at State Schools, and 14,865 at Private Schools. Thus, of 356,232 children in the Colony between the ages of 4 and 15 years, 234,768 attended State Schools, and 60,159 attended Private Schools; while the remainder, 61,305, received instruction at home, had completed their education, or were untaught.

The enrolment and average attendance for the last 5 years are shown in the following table :—

YEARS.	Year's Enrolment.	Quarterly Enrolment.	Average Attendance.		
			Number.	Percentage of Year's Enrolment.	Percentage of Quarterly Enrolment.
1895 ...	216,396	192,075	139,978	64·68	72·87
1896 ...	221,603	197,025	142,192	64·16	72·17
1897 ...	226,157	201,947	148,381	65·60	73·47
1898 ...	227,561	203,910	141,723	62·27	69·50
1899 ...	233,233	208,632	149,439	64·07	71·62

Under the compulsory clauses of the Act 62,908 children between the ages of 6 and 14 years were returned as having failed to complete the minimum attendance of 70 days during the first half of the year; but in 417 cases only was the law set in motion. The parents of 3,422 were cautioned, while in the remaining cases satisfactory explanations were furnished, or the circumstances were not such as to render any action necessary. In a large number of instances pupils had obtained certificates by examination, and were thus legally exempt.

For the second half-year, the number between the compulsory ages who did not attend 70 days was 54,052. In 615 cases legal action was taken, and cautions were sent to parents in 3,223 cases.

ost of ducation.

The entire cost of education, except the small sum paid in school fees, is borne by the State. The following is the expenditure for the year 1899 :—

				£	s.	d.
No. of Teachers—						
Primary	4,861					
High	23					
Total Amount of Salaries—						
Primary				557,255	9	3
High				5,275	3	4
Building sites, rents, repairs, water and sewerage, rates, Architect's Branch ...				90,926	8	8
Maintenance of schools, including materials, cleaning, fuel, and forage allowances, teachers' travelling expenses, bursaries, scholarships, and cookery instruction ...				35,426	14	9
Administration, including general management, inspection, Training Schools, and Examiner's Branch				48,196	11	10
Total				737,080	7	10
Fees—						
Primary	75,263	1	0			
High	3,095	1	6			
				78,358	2	6
Nett Expenditure ...				658,722	5	4

The total expenditure of the Department, exclusive of the salary of the Minister, was £735,710 7s. 10d., of which sum

£9,103 15s. 5d. was expended on High Schools and bursaries, so that the expenditure in that year on purely primary education was £726,606 12s. 5d.

The net cost per head to the State for each child, including the expenditure on buildings, was in 1899—

Calculated upon the—	£	s.	d.
Gross enrolment of pupils	2	9	8¼
Year's enrolment of distinct pupils	2	16	5¾
Mean quarterly enrolment	3	3	1½
Average attendance	4	8	1¾

Fees.

In Public, Superior, and Provisional Schools a weekly fee of 3d. is charged, as also in Half-time and House-to-house Schools for five days' teaching. In High Schools the fee is £3 3s. per quarter; in Evening Schools, 1s. per week. In the case of Evening Schools the fees are the property of the teacher; in all other cases they are paid into the Consolidated Revenue, and by that amount lessen the Department's expenditure. When parents cannot pay fees the Minister may relieve them of their liability.

During 1899, free education was granted to 34,476 children, and debts to the amount of £1,509 9s. 8d. were cancelled. As a rule, the children attending schools are well-clothed and well-fed. Except in the coal-mining districts barefooted pupils are rare. It is a matter for congratulation that no necessity has yet arisen for even considering the question of providing free meals for needy scholars.

Instruction.

The teaching is strictly non-sectarian, but secular instruction includes general religious teaching as distinguished from dogmatic or polemical theology. Provision is made for setting apart one hour each day, at a time fixed by the Local Board in consultation with the teacher and the clergyman concerned, for the special religious instruction of children of any religious persuasion by a clergyman or other religious teacher of such persuasion.* No child is compelled to receive special religious instruction if his parents object, and the same holds good as regards general religious instruction when a parent notifies his objection in writing. The general religious instruction given is that contained in the Irish National Scripture Series, and in the Scripture History and Moral Lessons in the ordinary School Series In the junior classes when children are unable to read, the lessons are given orally in the form of lectures, and generally cover a complete course of Old and New Testament History. General religious teaching is placed on exactly the same footing as geography, grammar, or any other subject, and at the annual inspection of schools the pupils are examined

* The Visitors' Books of the Schools show that in the year 1899, 19,515 visits were made for this purpose by the representatives of the several denominations:—Church of England, 13,315; Roman Catholic, 392; Presbyterian, 2,421; Wesleyan, 1,916; others, 1,471.

in it. The secular instruction includes, in addition to the ordinary subjects, history, object lessons, singing, drawing, needlework, and drill. Latin, French, geometry, algebra, mensuration, and trigonometry are also subjects of instruction in some of the schools.

All pupil-teachers and students in training receive systematic instruction in music, drawing, and drill. All teachers, unless they can give proof of physical disability are required to pass examination in these subjects and to teach them to their scholars. In the principal centres of population special officers are appointed to report upon the efficiency with which these subjects are taught, and to give model lessons for the guidance of the ordinary teachers.

Cookery is taught by specially-trained teachers who have first served as pupil-teachers, then passed through the Training School, and subsequently through a course of Cookery to fit them for their work, All female students are taught cookery and have to pass an examination at the end of the course.

Public School Savings Banks.

At the beginning of the year 1899, 630 Banks were in existence, 7 new ones were established and four closed, leaving 633 in operation on 31st December. The credit balance brought forward from 1898 was £8,103 13s. 8d., which by the end of the year amounted to £9,112 13s. 4d., showing an increase of £1,008 19s. 8d.

The deposits and withdrawals during the year, amounting to £16,664 8s. 6d. and £15,655 8s. 10d. respectively, also show a large increase on the previous year's transactions, the former of £2,084 13s. 1d., and the latter of £1,775 7s. The amount withdrawn for deposit to the credit of pupils in the Government Savings Bank was £4,506 4s. 10d., as compared with £4,101 17s. in 1898.

Since the establishment of these banks in 1887 the deposits have totalled £155,783 3s. 4d., and the withdrawals £146,670 10s. Of this latter sum, £42,559 17s. 1d. was withdrawn for the purpose of being placed to the credit of children's own accounts in the Government Savings Bank.

Scholarships and Bursaries.

For the promotion of secondary education sixty scholarships are awarded yearly, entitling holders to grants of text books and to free education for three years in a State High School. These may be competed for by all children under 14 years of age, whether attending public or private schools. There are also thirty full and twenty half bursaries for Public School pupils whose parents are unable to pay for their education. Full bursaries entitle those who gain them to an allowance for board, and free text books, and to free education for three years in any

Sydney Superior School, the Sydney Grammar School, or any State High School. Those who obtain half bursaries receive free books and free education.

Ten State bursaries established in connection with the University are tenable for three years by pupils from Public and High Schools, or State bursars from the Sydney Grammar School. Candidates must be under 18 years of age, and, if successful, are entitled to text books and free education with an allowance of not more than £20 to those living at home, and not exceeding £50 to those necessarily boarding out. Every bursar must matriculate, attend lectures, be of good conduct, and pass creditably his first and second years' examinations. At the examinations held in 1899 under the Scholarships and Bursary Scheme, 105 candidates were successful. Of these 25 males and 25 females obtained scholarships for High and Superior Schools, 25 males and 20 females bursaries tenable at such schools, and 6 males and 4 females University bursaries.

Training of Teachers.

After a four years' course pupil-teachers are examined with a view to their admission to a two years' course in the Training Schools, of which there are two, one for females at Hurlstone, near Ashfield, and the other for males in connection with the Model Public School, Fort-street, Sydney. Fifteen full and ten half scholarships are available for males and the same number for females. In addition to those successful in obtaining scholarships, examinees who satisfy the standard may either enter the Training Schools at their own expense, or return, as in the case of those who fail at examination, to their former positions, until an opportunity presents itself for their appointment to the charge of small schools not entitled to the services of classified teachers. All who receive special training are required to undergo Departmental examination for classification, and such as desire to do so after leaving the Training School are afforded opportunities of matriculating and of attending the University. Fees and all other expenses have hitherto been paid by the Department. The enrolment of students at the Fort-street Training School for 1899 was twenty-three, while twenty-four female students were in residence at Hurlstone.

Students of distinguished merit are awarded scholarships at the Sydney University. Arrangements are made for the scholars to attend the day lectures at the University; all fees are paid for them and the necessary text books are supplied. The scholarship is held for three years if the holder passes the yearly examinations and is favourably reported upon as to conduct.

The attainments of teachers are tested by written and oral examinations, and their skill in teaching determined by their ability to manage a school or class; and according to such attainments and skill they are classified in the following

grades:—I A. (with honours), I A. and I B.; II A. (with honours), II A., II B.; III A., III B., and III C. A classification awarded to a teacher is provisional in the first instance, and is not confirmed until after three years' satisfactory work. Examinations of teachers are held in June of each year; those of pupil-teachers in December. An accurate record of the official career of each teacher is kept, and appointments are made on the grounds of merit and of seniority as regards services and classification.

Classification of Public Schools.

(From the Regulations under the Public Instruction Act, 1880.)

Classification of Schools.

Reg. 77.—Primary schools established or maintained under this Act shall be classed as follows:

First Class Schools.

All schools in which the average daily attendance is not less than 600 in three departments, boys', girls', and infants'. and in which the standard of proficiency prescribed for that class of school is fully reached.

Second Class Schools.

All schools in which the average daily attendance is not less than 400 children nor more than 600 in three departments, boys', girls', and infants', and in which the standard of proficiency prescribed for that class of school is fully reached.

Third Class Schools.

All schools in which the average daily attendance is not less than 300 nor more than 400 in three departments, boys', girls', and infants', and in which the standard of proficiency prescribed for that class of school is fully reached.

Fourth Class Schools.

All schools in which the average daily attendance is not less than 200 nor more than 300 in two departments, and in which the standard of proficiency prescribed for that class of school is fully reached.

Fifth Class Schools.

All schools in which the average daily attendance is not less than 100 nor more than 200 children, and in which the standard of proficiency prescribed for that class of school is fully reached.

Sixth Class Schools.

All schools in which the average daily attendance is not less than fifty nor more than a hundred children, and in which the standard of proficiency prescribed for that class of school is fully reached.

Seventh Class Schools.

All schools in which the average daily attendance is not less than forty nor more than fifty, and in which the standard of proficiency prescribed for that class of school is fully reached.

Eighth Class Schools.

All schools in which the average daily attendance is not less than thirty nor more than forty children, and in which the standard of proficiency prescribed for that class of school is fully reached.

Ninth Class Schools.

All schools in which the average daily attendance is not less than twenty nor more than thirty children, and in which the standard of proficiency prescribed for that class of school is fully reached.

Tenth Class Schools.

All Public Schools in which the average daily attendance does not reach twenty.

Condition of Retention in Class.

Reg. 78.—When a school fails to meet the conditions above specified, the Minister may remove such school to a lower class.

Salaries.

[From the Special Regulations relating to the Public Instruction Department, extracted from the "Revised Regulations under the Public Service Act of 1895" (5th May, 1898).]

Salaries of Male Teachers.

Reg. 183.—The salaries of male classified teachers shall be according to the following scale :—

For a teacher in charge of a school of the		First Class	£350
"	"	Second Class	300
"	"	Third Class	224
"	"	Fourth Class	216
"	"	Fifth Class	204
"	"	Sixth Class	195
"	"	Seventh Class	171
"	"	Eighth Class	148
"	"	Ninth Class	125
"	"	Tenth Class	103

In schools ranking below the Fourth Class, the salaries of unmarried male teachers, and of married teachers who are not assisted by their wives, as required by Regulation 182, shall be £12 per annum less than the foregoing rates.

In addition to these salaries, residences, vested or rented, shall be provided for classified married male teachers in charge of classified Public Schools ; but a residence rented for a teacher shall be as near as practicable to his school.

For the purposes of carrying out certain provisions of the Public Service Act, in cases where teachers are subscribers to the Superannuation Fund, 4 per cent. per annum shall be deducted from the salaries of such teachers, in the case of vested residences, on the assessed rental value of such residences, and in the case of non-vested residences on the amount actually paid as rental for such residences, provided that the maximum rent to be allowed shall not exceed the following sums :—For First Class Schools, £72 ; for Second, Third, and Fourth, £60 ; Fifth Class, £50 ; Sixth, £40 ; Seventh, £35 ; Eighth, £30 ; Ninth, £25 ; Tenth, £20.

Salaries of Mistresses.

Reg. 184.—The salaries of mistresses shall be according to the following scale :—

For a mistress in charge of a girls' or infants' department of a—

	Girls' Department.	Infants' Department.
	£	£
School of the First Class	250	194
" Second Class	220	182
" Third Class	180	171
" Fourth Class	170	160

For a mistress in charge of a—

Separate infant school, with attendance of 150 or over ...	£182
Separate infant school, with attendance below 150	171
School of the Seventh Class	159
„ Eighth Class	136
„ Ninth Class	113
„ Tenth Class	91

Provided that a mistress of an infants' department of a First Class School at the date of the passing of these Regulations, who holds a I A. certificate, shall be entitled to receive £26 a year more than the salary herein provided, and that one holding a I B. certificate £6 more, and that, for the purpose of this proviso, the Board may allow teachers who held a I A. certificate, awarded by the late Council of Education for service, to count as holding a I A. certificate.

Salaries of Assistant Teachers.

Reg. 185.—The salaries of assistant teachers shall be according to the following scale :—

	Male.	Female.
	£	£
To a first assistant, holding a First Class certificate, in a school of the First Class	225	150
To a second assistant, holding a Second Class certificate, in a school of the First Class	136	108
To a first assistant, holding a Second Class certificate, in a school of the First or Second Class	171	130
To an assistant, holding a Second Class certificate, in a school of the Third, Fourth, or Fifth Class ...	136	104
To an assistant, holding a Third Class certificate, in a school of the First, Second, Third, Fourth, or Fifth Class	113	104
To an ex-student of the Training School for the first year	96	84
To an ex-student of the Training School for the second year	104	90
To an ex-student of the Training School for the third or later year	113	96
To an ex-pupil teacher, appointed assistant, who has passed the final examination...	90	90
To an ex-pupil-teacher, appointed assistant, who has failed at the final examination	72	72

Salaries of Teachers of Provisional Schools.

Reg. 186.—The salaries of teachers of Provisional Schools shall be at the following rates :—

Where the average attendance at the school is sixteen and over, £88 per annum.

Where the average attendance at the school is between ten and sixteen, £72 per annum.

Salaries and other Remuneration of Pupil-teachers.

Reg. 187.—The remuneration of a pupil-teacher will consist partly of instruction to be given by the teacher, for at least one hour on every school day, and partly in a yearly salary. Pupil-teachers' salaries will be paid at the following rates :—

	Male.	Female.
	£	£
First Class	68	46
Second Class	57	34
Third Class	46	30
Fourth Class	40	24

Salaries of Work-mistresses.

Reg. 188.—Work-mistresses may be appointed to schools of the Firs and Second Classes ; and their salaries shall be at the following rates :—

	Per Annum.
	£
In a First Class School with an average daily attendance of not fewer than 250 girls	114
In a First Class School with an average daily attendance of fewer than 250 girls	95
In a Second Class School	86

Salaries of Teachers of Evening Public Schools.

Reg. 189.—The salaries of teachers of Evening Public Schools shall be at the following rates :—

For an average attendance of 10 to 15, £19 per annum.
" " 15 to 20, £25 "
" " 20 to 30, £30 "
" " 30 to 40, £36 "

Salaries or Remuneration of Itinerant Teachers.

Reg. 190.—(1). Teachers of Half-time Schools shall be paid the same rates of salary as teachers of Public Schools of corresponding classification.

(2). The remuneration of teachers engaged in house-to-house teaching shall be at the rate of £4 10s. per annum for each pupil in average attendance, up to a maximum salary of £90 per annum.

Forage Allowances to Itinerant Teachers.

Reg. 191.—Itinerant teachers shall be allowed, where necessary, a sum of £10 per annum as forage allowance, in addition to the salaries or remuneration provided for by Regulation 183. Application for the payment of forage allowance should be made at the end of each quarter.

School Fees.

Reg. 192.—Where the pupil of an Evening Public School is relieved from payment of school fees, the teacher may be allowed by the Department of Public Instruction an amount equal to such fees.

There were actually employed on 31st December, 1899, 4,884 teachers of all classes, being 125 more than at the end of the previous year. 3,106 were classified teachers, 596 unclassified but certificated for small schools, 47 were Training-school students, 1,052 pupil-teachers, 60 work-mistresses, and 23 High School teachers. Of the whole number 53·4 are males, and 46·6 females ; and of the teachers in charge of schools 78·4 per cent. are males, and 21·6 females. As regards assistants, the percentages are 27·7 males, and 72·3 females.

Of the total number of classified teachers 7·3 per cent. are in Class I., 35·9 per cent. in Class II., and 56·8 per cent. in Class III. Only 16 per cent. of our teachers are unclassified, and the majority of these had, before appointment, served four years at least as pupil-teachers.

The teachers whose connection with the Department ceased during the year numbered 185. Of these, 137 resigned, 21 retired under the Public Service Act, 10 were transferred to other departments of the Service, and 17 died.

During 1899, 871 applicants for appointment to the office of pupil-teacher were submitted to competitive examination, of whom 139 were accepted. Of those awaiting employment 181 were appointed to schools.

Teachers' Examinations.—The total number of examinees of all classes during 1899 was 2,968. The percentage of passes of teachers was 54·5 and of pupil-teachers 93·6. The total number of pupil-teachers reported on was 932, as against 778 in 1898.

Pensions.

By the Civil Service Act of 1884, the teachers under the Department of Public Instruction were placed upon the footing of civil servants for purposes of superannuation and were required to contribute 4 per cent. of their salaries to the Superannuation Fund. The Public Service Act of 1895, now in force, provides that future appointees shall not be entitled to pensions, but, while conserving the rights of all in the Service at its introduction, gave them the option of withdrawing from the charges and benefits of the Superannuation Fund. The great majority of teachers did withdraw, and now only a comparative few, and those the older members of the Service, are eligible for pensions.

For nearly thirty years there has been in operation a Teachers' Mutual Assurance Association, managed entirely by State School teachers. The mode of operation is simple and inexpensive. Members are admitted upon satisfactory medical examination and payment of an extra fee. When a member dies a fixed sum is deducted, through the Department, from the monthly salaries of all the remaining members, and a cheque for the amount at once handed over to the widow or executor. The average amount paid annually by each member has been £1 1s. 6d.; and for this payment a sum of about £70 has been assured, being at the rate of £1 10s. 5d. per £100. There is no legacy duty, nor have nominees of deceased members to wait for proof of will. Proof of death only is necessary. This Association is not subsidised by the State.

Inspectors.

Inspectors of schools are chosen from the ranks of the teachers. They must hold the highest classification, IA.; must have successfully conducted a large school for several years, and have given evidence of possessing the special qualifications required for inspectorial work. Inspectors, in addition to the usual duty of inspecting and reporting upon schools, are charged with a great amount of administrative work. Each Inspector is allotted a

district, and he is held responsible for that district being adequately supplied with schools, and for the schools being kept in an efficient state. Hence he is required to see that schools are established where necessary; that sufficient accommodation is provided for the pupils; that the school buildings are kept in good condition, and are provided with the needful furniture and apparatus. All recommendations as to new buildings, additions, improvements, and repairs must come from the Inspector. In minor matters he supervises work himself; in the more expensive cases he furnishes a full report to the Chief Inspector and arrangements are made to place the works under a professional officer, the Clerk of Works. As regards the efficiency of the school, the Inspector is expected, when the results are unsatisfactory, to give such directions and suggestions as will tend to remedy the defects, and he is empowered to take the school into his own hands, so as to show the teacher good methods and management. If the Inspector fails to effect the desired improvement, the case is brought under the notice of the Minister through the Chief Inspector, and the offending teacher is warned, censured, or disrated, according to the circumstances of the case. The punishment of dismissal is inflicted only in cases of gross misconduct and after long consideration. It need scarcely be added that such cases are exceedingly rare.

As in 1898, the inspectorial Staff comprised 36 officers:—Chief Inspector, Deputy Chief Inspector, 9 District Inspectors, and 25 Inspectors.

The following table shows the inspected and uninspected schools:—

——	Public.	Provisional.	Half-time.	House-to-house.	Evening.	Total.
Inspected ...	2,021	355	436	31	28	2,871
Uninspected	5	3	20	3	3	34
Totals ...	2,026	358	456	34	31	2,905

Private Schools.

There is nothing in the Public Instruction Act in force in this Colony to preclude anyone, no matter with what qualifications, from opening a private school in any locality, or from using any kind of building for such purpose.

When the State-aid granted to Denominational Schools was withdrawn in 1882, a great many of these schools ceased to exist; but some, chiefly those connected with the Roman Catholic Church, and in a less degree with the Church of England, were still maintained, and now appear in the returns as Private Schools.

According to the latest statistical records available there were 1,053 Private Schools open during 1899, with an enrolment of 60,159 pupils. Of these, 584 schools, with an enrolment of 15,028 pupils, were undenominational; 318 schools, with an enrolment of 39,649, were Roman Catholic; and 59 schools, with an enrolment slightly exceeding 4,000, were Church of England.

The higher grade Roman Catholic Schools are usually styled Colleges, and the higher class Church of England Schools are generally called Grammar Schools. In these schools the range of instruction usually includes the curriculum for the Junior and Senior University Examinations, and coincides largely with that of the Superior Public Schools and the State High Schools.

The majority of the 584 schools returned as undenominational must be very small,—for taking the average attendance in accordance with the usual standard as about two-thirds of the enrolment, and dividing it by the total number of schools, we get an average attendance of about seventeen only for each school. Many of these smaller schools are principally supported by parents who desire to evade the compulsory clauses of the Public Instruction Act, which provide that children must attend school for at least seventy days in each half-year. Private school teachers are not compelled to keep any attendance records, and if they do keep them, they need not allow them to be inspected by our Departmental Officers unless they so wish.

Local Supervision.

The Minister has the assistance and advice of Public School Boards in the various centres of population; but, seeing that the amount expended annually on education is paid out of the general revenue, not from a specially-imposed rate, it has not been found practicable to place in the hands of the Boards the control of the expenditure of the public funds on schools under their supervision. The *internal* management of schools is controlled by the Minister. The members of the Local Boards (not more than seven in each case) are appointed by the Governor-in-Council. Their duties as provided in the Public Instruction Act are (*a*) to regularly visit, inspect, and report upon the schools placed under their supervision; (*b*) to suspend any teacher for misconduct in cases not admitting of delay, and to report immediately the cause of such suspension to the Minister; (*c*) to use every endeavour to induce parents to send their children regularly to school, and to report the names of parents or guardians who refuse or fail to educate their children. The total number of Boards in operation at the end of 1898 was 299, on 56 of which ladies, numbering 115, held seats.

Technical Education.

Technical Education under this Department is carried on by means of the classes established at the Sydney Technical College, the branch Technical Colleges at Bathurst, Goulburn, Newcastle,

Alburg, and West Maitland, and branch schools or classes at twenty suburban and country centres. The following is a list of the subjects taught at these places:—

Agriculture
Antique, Drawing from the
Applied Mechanics
Architecture (Drawing)
Architecture (History)
Art Decoration
Black-smithing
Boiler-making
Book-keeping
Botany
Building Construction
Cabinet-making
Carpentry and Joinery
Casting in Plaster
Chemistry, Theoretical and Practical
China-painting
Cookery
Collotype Printing
Design
Dispensing
Domestic Economy
Dress-cutting, Scientific
Dressmaking
Electricity and Magnetism
Electrical Engineering
Experimental Mechanics
Farriery
Fitting and Turning
Freehand Drawing
Geology
Geometry, Plane and Solid
Graining and Marbling
Hand-railing
House-painting
Iron-founding
Life, Drawing from
Lithography with Photography
Materia Medica and Pharmacy
Mathematics
Mechanical Drawing
Millinery
Mineralogy
Mining, Metalliferous
Modelling
Model and Object Drawing
Pattern-making
Perspective Drawing
Plant Drawing, outline & colour
Pharmaceutical Chemistry
Penmanship and Correspondence
Physics: Practical and Applied
Physiology
Plumbing
Quantity Surveying
Sanitation: Practical
Shorthand
Signwriting
Sketching
Slide Rule
Sound, Light, and Heat
Starching and Ironing
Still Life, Drawing from
Veterinary Science
Wool-sorting
Wool-classing

The number of classes in operation is 258, of which 217 are conducted by salaried teachers, and 41 by teachers who are paid by fees only.

In addition to the above classes instruction in Technical Subjects is given—for school pupils only—at many of the Public Schools in the Colony.

The enrolments of students in 1899 were as under:—

Sydney Technical College	4,837
Suburban Classes	643
Country Classes	2,654
Classes connected with Public Schools	2,122
	10,256

The number of individual students was 7,647; the average weekly attendance was 6,931. The teaching staff comprised 109 persons, distributed as follows:—12 lecturers in charge of departments, 7 resident masters in charge of branch schools, 53 salaried teachers, 15 assistant teachers, and 22 teachers in charge of classes, but who were remunerated by fees of students only.

The Sydney Technical College is an important institution, erected solely at the Government expense and fully equipped with workshops, laboratories, machinery, and all teaching appliances requisite for giving instruction in the large number of subjects already mentioned.

The standard of work reached in recent years was fully maintained in 1899. At the Technological Examinations of the City of Guilds of London Institute, held in May 1899, 25 students of the various colleges were examined, of whom 21 passed. During this year additional day and evening classes were arranged, but it is still quite impossible to meet the demands in consequence of the lack of space. Many classes remain crowded, and a large number of intending students are waiting to join as soon as vacancies occur. The want of additional accommodation and in some instances the lack of suitable equipment, seriously hamper the work of the Branch.

With regard to the different subjects of instruction, courses in Mechanical and Electrical Engineering attract the largest classes. The Electricity and Magnetism classes have increased enormously. Fewer students entered for the classes in Sound, Light, and Heat, and it is difficult to understand why so small a percentage of those attending the trade classes realise the importance of these subjects, seeing that they are called upon to know some of the laws in connection therewith.

The total expenditure of the Technical Education Branch for the year 1899 amounted to £29,129 3*s.* 2*d.*

Technological Museums.

These museums are affiliated to the Technical Colleges, and are in operation in Sydney, Bathurst, Goulburn, Newcastle, West Maitland, and Albury. Their contents consist of food and economic products, mineral specimens, and miscellaneous exhibits. These are used for teaching purposes. 246,572 visitors attended these museums during 1899.

Agricultural Colleges.

Agricultural Colleges and Experimental Farms, under the Department of Mines and Agriculture, are carried on at Richmond (Hawkesbury), Wagga Wagga, Bathurst, and Wollongbar.

Cookery.

Schools of Cookery are established at 11 centres, and are attended by the elder girls from all the Public Schools within reach. The term of instruction lasts for 6 months, and as soon as all the pupils of suitable age have completed the prescribed programme of lessons, the Cookery School is moved on to another centre. In this way, 864 girls were taught cookery in 1899; 771 of these were examined, and 750 passed the applied tests. The teachers of cookery have been specially trained for the work.

Manual Training.

There are in existence ten workshops or classes for Manual Work which afford instruction to the pupils of 29 schools. Their object is to teach boys expertness in the management and use of ordinary tools, and in the making of accurate measurements; and, together with this, to teach them the elementary parts of many trades. These were attended by 913 pupils, including students in training; 527 of these attended the examinations, and 484 were credited with a pass.

Secondary and Higher Education.

In addition to the High Schools and the various classes of Public Schools there exist several institutions of an educational character which receive an annual subsidy from the Government. The most important of these is the Sydney Grammar School, in which the curriculum is of such a character as to enable students to complete the course of instruction the basis of which they acquired in Primary Schools, and, if they so wish, to prepare themselves for the University. In 1899 the average quarterly enrolment was 508, and the daily attendance 484. Towards maintaining this school the State contributed £1,500, the school fees and other revenue amounting to £9,061 8s. 6d.

The number of High Schools open in 1899 was 4, being one fewer than in the previous year. Owing to lack of support on the part of the public, the enrolment of pupils at the Bathurst High School for Girls fell so low that it was deemed expedient not to reopen the school after the end of 1898.

The total enrolment at those in operation was 606, and the average daily attendance 436, as against 527 and 376 respectively for 1898. The attendance at each school is shown below:—

School.	Total Enrolment.	Average Quarterly Enrolment.	Average Daily Attendance.
Sydney (Boys)	213	164	152·4
„ (Girls)	219	169	151·6
Maitland (Boys)	113	93	89·3
„ (Girls)	61	47	42·7
Totals	606	473	436·0
Totals for 1898 ...	527	420	376·3

All the principal religious bodies provide High Schools and Colleges, without aid from, or supervision by, the State, where students may be educated according to the precepts of their various beliefs, and prepared to compete for University honours or the professions. Prominent among these are King's School (Church of England), at Parramatta, the North Sydney Church of England Grammar School, the Colleges of the Marist Brothers

and the Jesuit Fathers at Hunter's Hill and Riverview, the Presbyterian Ladies' College at Croydon and College for Boys at Rose Bay, Newington (Wesleyan) College and the Wesleyan Ladies' College at Burwood.

Sydney University was opened in October, 1852, when 24 matriculated students were admitted to membership. From the foundation of the University to the end of 1899, 1,755 degrees of various kinds have been conferred. These include 269 M.A., 988 B.A., 23 LL.D., 78 LL.B., 38 M.D., 156 M.B., 112 Ch.M., 32 B.Sc., 3 M.E., and 56 B.E. During 1899 the degrees conferred were 92, viz., M.A., 6; B.A., 46; LL.B., 7; M.B., 15; Ch.M. 12; B.Sc., 2; and B.E., 4.

Examinations, corresponding to the local examinations of the English Universities, are held every year. These examinations have proved highly popular, attracting no less than 2,305 candidates in 1893, of whom 173 were seniors, and 2,132 juniors. Since that year, however, the number of candidates has greatly fallen off; and now that the Public Service Board have instituted competitive examinations for appointments to the Public Service, it is expected that the candidates presenting themselves for examination will be still further reduced. In 1899, 123 candidates presented themselves for the Senior and 1,091 for the Junior examination, of whom 106 and 752 respectively obtained certificates.

The University Staff consists of 14 professors and 33 lecturers.

The expenditure for 1897 was £34,132, of which sum £11,267 was granted by the Government. £14,413 was derived from private foundations for the payment of scholarships, bursaries, prizes, &c., for the Fisher Library, and for maintenance of the P. N. Russell School of Engineering. The total income for the year was £34,467.

In connection with the University there have been established St. Paul's Church of England College, St. John's Roman Catholic College, and the Presbyterian College of St. Andrew. In 1892 the Women's College was opened. This was established for the purpose of affording residence and domestic supervision to women students of the University, with efficient tutorial assistance. The Government granted £5,000 towards the erection of buildings, but affords no endowment to the College, beyond paying the salary of the Principal.

Reformatories and Industrial Schools.

In addition to the purely educational establishments, the State maintains several reformatories and industrial schools. For girls there are the Industrial School at Parramatta and the Shaftesbury Reformatory at South Head; and for boys, the nautical schoolship "Sobraon" and the Carpenterian Reformatory. All these institutions are under the control of the Minister for Public Instruction. At the Parramatta Industrial School the total enrolment of girls during the year 1899 was 165, of whom 52 were under and 113 over 14 years of age. At the end of the year the girls numbered 103. The cost of maintaining the school in 1899

was £2,576 18s. 3d. At the Shaftesbury Reformatory there were 15 girls at the close of 1899.

During the year 1899 the old kitchen became available for use as a cookery room, and eighteen girls were taught weekly the art of cookery by the teacher from the Technical Branch. Some of the girls become excellent cooks, and show great taste in their work. All of them are systematically trained in general housework—kitchen, scullery, laundry, and dairy work in turn, according to their capacity. They are also carefully instructed in flower-culture, needlework of all kinds, patching, darning, knitting and dressmaking; in fact, many girls who are admitted into the institution utterly devoid of the knowledge of the rudiments of domestic economy, are able when they leave it to make and mend their own clothing, and to prepare and cook a good meal. The work of the laundry class was very successful during the year, the girls being very carefully instructed in all the details of this industrial division.

Of the other industrial classes, the sewing division occupies a very prominent position. All the inmates' dresses, cloaks, jackets, aprons, and other wearing apparel are made and repaired by this class. In addition, the members of this division are taught knitting, darning, and crochet work. All inmates are members in turn.

For practical training in household duties, the girls are placed in the institution kitchen, and in the officers' quarters. All the cooking is done by the girls.

Much interest is taken by all in flower-culture, and advantage is taken of this to beautify, as far as possible, the interior of the institution. The flower gardens are kept in good order by the girls, under the matron's direction. In the school-room, good work has been done, and the teachers are most painstaking in the discharge of their duties.

A carefully drawn programme of evening recreation is prepared for the winter months, consisting of readings, recitations, and vocal and instrumental music. In addition to these, a course of lectures or "plain talks" was given on each Friday evening during the winter by the matron. The elder girls only were permitted to attend this course of lectures.

The want of a reformatory for criminal youths had been much felt for many years, and in the absence of such an institution magistrates had often sent convicted boys to the school-ship. In the early part of 1894 the Government acquired the Brush Farm Estate, and a portion of the land was speedily utilised, a section of the area in the municipality of Dundas being set apart as a home for crippled and delicate lads who have become inmates of charitable institutions, superseding a similar institution at Rydalmere, but these boys have since been transferred to Newington. Upon another section of the estate, coming within the boundaries of Eastwood, the Carpenterian Reformatory was opened in August, 1895. To this institution are sent boys who have been convicted in the lower or higher Courts, and whom it is desired to keep apart from such persons as they would have

to associate with if sent to gaol. In addition to being subjected to proper discipline, the boys are taught farming, carpentering bootmaking, and blacksmiths' work. At the end of 1899 there were 91 lads housed in the Reformatory, of whom about one-half were under 14 years of age.

On the "Sobraon" 502 boys were dealt with during the year 1899, and on the 31st December, 1899, there were 318 boys remaining on board. Up to the end of 1897 there had been 3,720 boys admitted on board, of whom 3,403 had left or been apprenticed. Favourable reports were received in the course of the year respecting more than 93 per cent. of the apprentices from the nautical school-ship who still remained under its supervision, and were liable to be brought back in case of misconduct. The net cost to the State during 1899 was £7,513 16s. 3d.

Institution for the Deaf and Dumb and the Blind.

The Institution for the Deaf and Dumb and the Blind is the only establishment subsidised by the Government which is definitely set apart for the care of children afflicted in the way the name suggests. The number of inmates last year was 117, of whom 75 were under 14 years of age. The number of teachers employed was 14, and the average cost per pupil £40 9s. 10d. The expenditure for 1899 was £5,148 10s. 3d., towards which the State contributed £900.

At the last census, the number of blind persons in the Colony under 21 years of age was returned as 84, of whom 20 were in public institutions. The deaf and dumb under 21 years of age numbered 221; of these 57 were inmates of the Deaf and Dumb Institution.

Department of Public Instruction,
Sydney, New South Wales.

Note.—The Public Instruction Act of 1880, and recent reports of the Minister of Public Instruction and other documents, may be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

Supplementary Notes.

(i.) University Education.

The following is an extract from "Papers relating to University Education of Roman Catholics in certain Colonies." (Colonial Office Return, 1900. Cd. 115.)

"The University of Sydney was incorporated in 1850, the Preamble of the Act of Incorporation commencing in the following terms:—'Whereas it is deemed expedient for the better advancement of religion and morality and the promotion of useful knowledge to hold forth to all classes and denominations of Her Majesty's subjects resident in the Colony of New South Wales without any distinction whatsoever an encouragement for pursuing a regular and liberal course of education.'

"The University of Sydney receives for general purposes an endowment from the Government of £12,000 per annum, and from private benefactions an endowment of £12,000 per annum.

"In 1854 an Act of the Legislature of New South Wales was passed to provide for the establishment and endowment of Colleges within the University of Sydney. The preamble of the Act is as follows:—'Whereas it is expedient to encourage and assist the establishment within the University of Sydney [of Colleges] in which systematic religious instruction and domestic supervision with efficient assistance in preparing for the University Lectures and Examinations shall be provided for the students of the University be it therefore enacted, &c.'

"The Act provides under certain conditions for a grant from the Government of not less than £10,000, nor more than £20,000 for building purposes in each case, provided that an equal amount shall have been raised by private subscriptions, and also for a grant of £500 per annum in perpetuity for the payment of the Principal of each College.

"The deed of grant under which the University holds its lands from the Crown provides for sub-grants for the erection of Colleges connected with four Churches or Religious Denominations, viz.:—

The United Church of England and Ireland;
The Church of Rome;
The Church of Scotland;
The Religious Society denominated Wesleyan Methodists.

"Under these provisions Colleges have been incorporated and established upon the University Grounds in connection with the Church of England (St. Paul's College, Incorporation Act, 18 Victoria), Church of Rome (St. John's College, Incorporation Act, 21 Victoria), Church of Scotland (St. Andrew's College, Incorporation Act, 31 Victoria).

"As the University of Sydney is a non-sectarian institution, no enquiries are made as to the religious persuasion of the students upon their entering the University, while residence in the Colleges not being compulsory upon University students, who are at liberty to reside with their parents or in lodgings near the University, the statistics of the numbers attending any particular College will not represent the due proportion of students of any particular denomination at the University. The total number of students attending the University lectures is 512, while the number of students in residence at the respective Colleges is:—

St. Paul's College, Church of England ...	16
St. John's College, Roman Catholic	16
St. Andrew's College, Presbyterian	25

It is believed that the number of Roman Catholic students attending the University, many of whom are not in residence at St. John's College, bears a fair proportion to the number of the Roman Catholic population as compared with the numbers of students of other denominations.

"The Roman Catholic College is governed by a Council consisting of a Rector and 18 Fellows, of whom 6 must be duly approved priests and 12 must be laymen. The mode of appointment will be found in Section 3 of Act 21 Victoria. The Roman

Catholic Archbishop of Sydney is Visitor of the College, with all such powers as by law appertain to the office of Visitor of the College.

"The authorities of the University are seldom or never brought into contact with the Roman Catholic Episcopate, but the relations subsisting between them have, it is believed, been uniformly of a friendly character.

"It may be mentioned that . . . . the Senate has never had less than two members of the Roman Catholic Body among its numbers. In 1865–9 a distinguished Roman Catholic Layman was Vice-Chancellor of the University. The Senate consists of 16 Fellows, elected by the graduates of the University, and not less than three nor more than six Professors of the University."

*(ii.) Public Schools' Cadet Force.

The following remarks are taken from a report on the Public Schools' Cadet Force presented by the Chief Staff Officer and Superintendent of Drill in 1899:—

"The Cadet Force has more than maintained the standard reached at the beginning of last year, both as regards efficiency and the number of corps and cadets on the roll. The Sydney and sub-Metropolitan companies especially show an increase of numbers and interest, but the limited funds placed at my disposal for the supply of rifles and equipment prevent the proper formation of many corps.

"A considerable number of applications for the establishment of new corps have come to hand from all parts of the Colony, but permission to form could not be given for the reasons stated.

"On September 15th the City and Suburban Battalions were reviewed by Major-General French, the officer commanding the New South Wales Military Forces. In addition to the usual march past, etc., the cadets, to the number of 800, performed to musical time the various practices of physical drill with rifles, an innovation in the afternoon's work that came as a surprise, and elicited the hearty applause of thousands of spectators. Major-General French said he was exceedingly pleased at the display given by so large a number of boys. He congratulated the Cadet Staff on the excellent work done, and stated that Colonel Chippendale, the West Australian Commandant, who was present, had asked him to express his gratification at what he had seen. The General spoke highly of the great utility of the cadet organisation, and of the value of early instruction in the use of arms, the training of the lad being of inestimable benefit as a preliminary step in the military education of the man. These boys would be future defenders of their country. The discipline and self-control which the lads acquired must be of inestimable benefit to them in after life. He (the General) had always been interested in the cadet movement, and in his long experience had observed many cadet

* Supplementary Notes (ii.), (iii.), (iv.), (v.) are taken from the Report of the Minister of Public Instruction for New South Wales for 1899.

systems, and the New South Wales one seemed to him to be the most perfect, as the training here is left entirely in the hands of those who supervise the education of the lads in school, and who understand them better than the purely military authorities. He would do all in his power to further the interests of the Cadet Force, for he regarded it as a feeder of the Defence Force of the Colony. Now that federation was fairly under weigh, the question of defence was highly important, for it would be admitted that defence was one of the first considerations of union. If he could assist the cadets he would do so. There would be an alteration in the pattern of the arms used by some of the military corps, and he would recommend to the Minister that the discarded carbines be passed on to the elder boys in the cadets. It would be a grand thing for them to have something they could feel they were handling. They would learn to shoot, too; for it must be recollected that riflemen would win the battles of the future. The work done that afternoon was most satisfactory, and he was highly pleased with all he had seen.

"The editor of the *Colonial Military Gazette*, writing on the performance of the cadets on the above occasion at the Royal Agricultural Ground, frankly admitted that there was a time when he was opposed to the Public School cadet system, but having with unbiassed mind carefully watched the development of the system, he was free to confess that, so far from having been a failure, the movement had been a distinct success. The administration of the Cadet Force, he added, could be very well left in its present hands, and the conclusion forced upon the writer was that up to a certain point the cadets were better in the hands of the Department of Public Instruction than they would be under the control of the military authorities.

. . . . . .

"For a long time it has been noticed that the older and bigger boys of many of the Sydney schools do not keep up their connection with the cadets; and the difficult problem of how to keep them identified with the force has continually puzzled officers and teachers. It has been suggested that if a separate detachment of senior cadets, with a distinct uniform, were instituted, a large proportion of the elder boys would join; and if something could be done in the way of retaining them after these boys have left school, a great service would be done to the State. A scheme with the above object in view is at present under consideration.

School Drill.

"The Cadet staff continues to visit the schools in the Metropolitan and sub-Metropolitan Districts to instruct teachers, pupils, and cadets in calisthenics and drill, but the number of my assistants is inadequate for the work in this large area. An idea of the ground covered by the staff may be obtained when I state that Sergt.-Major Murphy attends the schools on the Illawarra line from Hurstville to Sydney, including such large

schools as Cleveland-street, Redfern, and Newtown; Quartermaster-Sergt. Smith visits the City Central and the Eastern and Northern Suburbs, ranging from Bondi to Gordon and Fort-street to Manly; while Staff Colour-Sergt. Reddish takes the drill at the schools on the main suburban and western lines from Stanmore to Parramatta and Penrith. The increasing population in these extensive districts require more attention than my staff is able to give. In addition to the systematic visits paid to the schools for the ordinary drill standard work, the Cadet staff have to devote a great deal of their time to the preparation of the pupils for the various calisthenic and other displays which are the great features of the monster gatherings of the Public Schools Amateur Athletic Associations in Sydney and Parramatta. The country schools are visited regularly by the local staff-sergeants of the New South Wales Military Forces, Major-General French kindly allowing the instructors to attend. I have continued the fortnightly classes for pupil-teachers, and an examination was held at the close of the year, when exemption from further attendance was granted to the first-class pupil-teachers. I wish to recommend that certificates of proficiency be issued to the pupil-teachers passing these examinations.

"While classes for male and female teachers were carried on weekly for a lengthy period in preparation for the Annual Sports Meeting, I have not been able to arrange for permanent classes —partly on account of room not being available for the purpose. As it is, one of the pupil-teachers' classes on alternate Friday evenings has to drill almost in the dark. The need for the lighting-up of the playground at Castlereagh-street is very urgent, in order that instruction in military drill, calisthenic exercises, etc., can be given, especially to pupil-teachers.

"The high standard of drill work performed at the annual gathering of the Public Schools Amateur Athletic Association was widely and favourably commented on by the Press, the military critics, and the public generally.

"Croydon Park again won the Challenge Shield, Paddington being second; Camperdown won the Manual and Firing Competition, and North Newtown the Physical Drill—both teams for the second time in succession. The displays at the last sports' meeting were exceptionally fine, and special mention must be made of the exhibition of Dumb-Bell Exercises by a thousand boys from various schools, who performed the movements laid down in the Drill Standard of Proficiency, in addition to a set of practices arranged for display purposes, all being done to musical time with remarkable precision, the whole of the boys moving together as one, and making a most instructive, effective, and picturesque scene. It is intended to enlarge upon this work, and a series of wand exercises for girls has been prepared on similar lines, and will be issued in due course.

"A manual on 'Light Dumb-bell Exercises,' and a handbook on 'Physical Drill and the Manual and Firing Exercises,' were published during the year, and were eagerly welcomed by all

classes of teachers, and they have proved of great value and assistance to them in their work, as well as in effecting a uniformity of exercises throughout the Public Schools.

"I hope before the end of the current year to issue other booklets giving in detail the Drill Standard work for both Boys' and Girls' Departments, and also a Manual of Free Exercises for Infants and Junior Classes. Wands and dumb-bells are still urgently required for the schools.

Training Colleges and High Schools.

"The Hurlstone and Fort-street Students' Training Colleges and the Sydney High Schools have been visited regularly each week by members of the Cadet Staff, and systematic instruction in the principles and practice of drill is given. At the end of the year I inspected the various classes, and the work done was most satisfactory.

Drill Inspection of Schools.

"I have inspected, as usual, the drill at the schools in the Metropolitan and sub-Metropolitan districts, and found that the improvement recorded last year has been kept up, the classes arranged for pupil-teachers being mainly responsible for this satisfactory state of affairs."

PUBLIC SCHOOLS CADET CORPS BRANCH—DEPARTMENT OF PUBLIC INSTRUCTION. STATEMENT OF RECEIPTS AND DISBURSEMENTS FOR THE YEAR 1899.

Receipts.	£ s. d.	Disbursements.	£ s. d.	£ s. d.
To Balance on account of 1898	98 4 10	By Salaries — Cadet Branch	1 120 0 0	
Amount received from Treasury on account of 1898–9 Vote	1,210 0 0	Purchase of Ammunition	474 15 0	
Amount received from Treasury on account of 1899–1900 Vote	2,400 0 0	Travelling Expenses, Carriage of Arms, etc.	708 18 5	
		Grant for Annual Prize Meeting ...	152 19 9	
		Military Instructors	226 0 10	
		Equipment of School Cadets	250 11 10	
		Allowances to Battalion Commanders, etc. ...	356 0 0	
		Rifle Practice, Musketry, etc. ...	58 17 0	
		School Drums and Fife Bands ...	67 9 1	
				3,415 11 11
		Unexpended Balance for year 1899 ...		292 12 11
	3 708 4 10			
	£3,708 4 10			£3,708 4 10

(iii.) NEEDLEWORK.

The Directress of Needlework made the following report on the work in this branch of the instruction in 1899:—

"The needlework executed in the Metropolitan schools during 1899, under the supervision of work-mistresses, teachers' wives, and pupil-teachers, has been varied and useful, and bears more than favourable comparison with that accomplished in the past.

"I have examined and reported on eighty-seven Metropolitan and sub-Metropolitan schools, including Hurlstone College, the High School, Castlereagh-street, and the Randwick Asylum. In all 15,453 pupils were present at examinations of needlework. This number does not include the examinations of needlework for Public School exhibitions or for prizes and awards at public competitions.

"Head-mistresses in most large schools take interest in this subject, and evince pleasure at the success of pupils in this as in other subjects, thereby stimulating them in their endeavours to excel.

Dressmaking.

"This subject still receives special attention from work-mistresses, and is carried out and made general throughout Metropolitan schools.

Necessity of Separate Work-rooms.

"At present there exists in most of our schools a very great necessity for suitable accommodation for sewing-classes. In my incidental visits to schools it is a common occurrence for an oral lesson to be going on immediately beside, or in the same class-room, where the sewing lesson is being conducted. It is painful to see the efforts of the work-mistress to keep order and retain her pupils' attention, and the strain on both teacher and pupils is very great, for needlework requires undivided attention.

"At Fort-street Model School, where all the conditions are favourable, the needlework lesson is hailed with delight, the pupils feel peaceful and rested, and return to their other subjects with renewed zest and vigour.

Mixed Schools.

"I cannot speak too highly of the industry displayed by mistresses, teachers' wives, and infant school mistresses in charge of mixed schools. Many of these schools are far above the standard required. The introduction of needlework in lower classes in these mixed schools continues to be a success. Young children are amused by the coloured cotton at sewing lessons, and become expert in form and in making small model clothing.

Pupil-teachers.

"I may repeat, as in my last Annual Report, that in my incidental visits to schools it was apparent that the pupil-teachers were attentive to the instruction of work-mistresses, anxious to excel, showed the same proficiency in the art of needlework as formerly, and that the same aptitude and industry continue to prevail among them.

"Since the introduction of work-aprons and needlebooks the sewing classes in most schools present a very artistic and orderly appearance. The effect and influence is very marked, as each girl cultivates independence by providing her own materials and vies with her companions in neatness and form, and in many cases originality of design.

"In conclusion, I am pleased to be able to commend the diligence and application to duty on the part of work-mistresses under my supervision during the past year; also to speak highly of the assistance accorded them by the head mistresses and teachers in most Metropolitan schools."

(iv.) Music.

The report of the Superintendent of Music for the same year was as follows:—

"During 1899, I have visited and examined all Public Schools in the Metropolitan District in Vocal Music and Theory.

"I notice with pleasure a distinct improvement in many of the smaller schools, in several of which the singing is quite equal to that in the largest, and in a few the best singing in Sydney is found in them. There is a steady progression in the art of reading at sight in the lower classes as well as the higher; to this, as being really one of the most important things, I have constantly directed the attention of the teachers, and am therefore pleased in being able to state that in many of our schools the children very successfully sang, in two and three parts, passages which were by no means easy.

"There is also some improvement in the style of singing, and greater refinement in the rendering of songs. There, however, is still ample room for further improvement, as it depends chiefly upon the capability of the teacher. Perhaps the greatest blemish to be found is the enunciation of the children; it really requires the most earnest attention of the teachers.

"The general mark, both in singing and theory, averages within a point of eleven—'very fair'; and it is a notable fact that the mark for the lower classes of the schools is much more satisfactory than in previous years.

"It might not be out of place to refer to the musical celebration of Fort-street School Jubilee. There are not many schools in the world that could place a chorus of a thousand 'picked' voices and render a long and somewhat difficult ode in the style in which it was given, as the time of preparation was very short. It is the best proof of what is done in our schools in the way of teaching children to sing 'at sight.'

"I would also venture to make a reference to 'School Concerts.' These frequently somewhat disturb and interrupt the ordinary routine of school work, althouph they undoubtedly prove very acceptable to the parents as well as the children. My suggestion is that a teacher should ask permission to give a concert a reasonable time ahead, so that the concert work could form part of the ordinary singing lessons; thus a concert, thoroughly well-prepared, could be given without undue interference with the school work."

(v.) Examination Statistics.

The table given below shows the number of pupils in the Public Schools of the Colony examined in each subject and the number and percentage of passes:—

Subjects.	Estimated Proficiency.		
	Total Number Examined.	Number Passed.	Percentage up to above Standard.
Reading—			
Alphabet	9,353	6,801	72
Monosyllables	35,997	29,742	82
Easy Narrative	50,499	43,064	85
Ordinary Prose	68,157	60,724	88
Totals	164,006	140,331	85
Writing—			
On Slates	60,698	51,572	84
In Copy-books and on Paper ...	102,345	87,981	85
Totals	163,043	139,553	85
Dictation	131,919	109,106	82
Arithmetic—			
Simple Rules	94,727	74,520	78
Compound Rules	40,349	29,478	73
Higher Rules	26,027	18,684	71
Totals	161,103	122,682	76
Grammar—			
Elementary	34,419	26,225	76
Advanced	33,049	24,351	73
Totals	67,468	50,576	74
Geography—			
Elementary	31,989	24,697	77
Advanced	35,393	27,812	78
Totals	67,382	52,509	77
History—			
English	66,859	49,665	74
Australian	15,048	10,949	72

Subjects.	Estimated Proficiency.		
	Total Number Examined.	Number Passed.	Percentage up to above Standard.
Scripture and Moral Lessons ...	157,282	121,577	77
Object Lessons	152,349	122,340	80
Drawing	156,851	132,600	84
Music	149,784	121,626	81
French	2,490	1,885	75
Euclid	8,574	6,541	76
Algebra	2,215	1,688	76
Mensuration	5,144	4,256	82
Latin	2,138	1,604	75
Trigonometry	41	31	75
Needlework	57,938	52,586	90
Drill...	154,486	131,226	84
Natural Science	8,903	7,186	80

The following table summarises the progress in efficiency made in the different classes of schools during the past five years:—

Class of Schools.	Percentage up to or above the Standard.				
	1895.	1896.	1897.	1898.	1899.
Public	97	97	98	98	98
Provisional ...	82	86	92	84	85
Half-time	89	89	91	90	91
House-to-House ...	91	95	77	77	74
Evening Schools ...	93	93	95	100	96
All Schools ...	94	95	96	95	95

[At the exhibition of work done in the schools under the London School Board, held in London in November, 1900, there was an interesting and representative collection of work done in various schools and in different standards which was about to be despatched to New South Wales. This well-arranged collection of school exercises, time-tables, courses of study, photographs of school life, drawings, examples of modelling, illustrations of infant school exercises, of physical training, etc., suggested the thought that a similar interchange of school work might profitably be brought about from time to time between educational authorities in different parts of the Empire.]

APPENDIX A.

REGULATIONS UNDER THE PUBLIC INSTRUCTION ACT OF 1880.

Applications for Schools.

1. Applications for the establishment of the several classes of schools must be made on the forms prescribed, which may be obtained at the Office of the Department, or from any Inspector.

Public Schools.

2. A Public School may be established in any locality where a regular attendance of twenty children between the ages of 6 and 14 years is guaranteed.

Inscription.

3. In the case of every Public School, whether the property be vested in the Minister or not, the words "Public School" only, with, if desired, the year of establishment, shall be put up on the outside of the building in a conspicuous position.

Uses of Public School Buildings.

4. No use shall be made of any Public School building tending to cause contention—such as the holding of political meetings, or bringing into it political documents or petitions for signature—or for private purposes. And no such building shall be used as a place of public worship, or for other sectarian purposes, unless built and kept in repair without aid from the Minister; nor in such case, if objected to in writing by one-fourth of the parents of the children attending the school; nor can schools be used for any special purpose without the consent of the Minister.

5. Unless the sanction of the Minister has been previously obtained, teachers are prohibited from inviting or receiving subscriptions for any purpose from Public School pupils, nor may they allow any advertisements or specimen articles of merchandise to be distributed or exhibited as advertisements on the school premises by teachers, pupils, or other persons.

Fees.

6. The fee payable for each pupil shall be 3d. per week up to four children of one family, and for four, or any larger number from the same family, the total amount of fees shall be 1s. weekly. Such fees shall be paid to the teachers in charge on or before school closing on Friday in each week.

7. The teacher shall demand and receive such fees and shall record the receipt thereof, at the time, in the roll book of the school.

8. All sums received by teachers as school fees must be remitted weekly or monthly to the Cashier of the Department of Public Instruction, for payment into the Consolidated Revenue Fund, together with statement in the prescribed form. At the same time a formal return of fees shall be forwarded to the Accountant of the Department.

Relief from Payment of School Fees.

9. Application to be relieved from payment of school fees shall be made upon the prescribed form, which may be obtained from teachers of schools by the parents or guardians of children.

Standard for Exemption from Attendance.

10. The standard of education required by the 20th section of the Public Instruction Act as a just ground for exempting any child from the obligation to attend school, shall be the following :—

(1.) Reading—To read the Fourth Book of any authorised series, or, at the option of the Inspector, any other book of equal difficulty.

(2.) Writing—To write in a neat and legible hand, and without serious errors in spelling, a passage of twelve lines to be dictated slowly from such book.

(3.) Arithmetic—To work correctly questions of ordinary difficulty in simple and compound rules, reduction, simple proportion and practice.

Superior Public Schools.

11. Any Public School may be declared a Superior Public School, if after due inquiry, it shall be found that the attendance thereat is sufficient to enable a class to be formed of not fewer than twenty pupils in one department, who have been educated up to the standard that completes the course prescribed for a fourth class.

12. In addition to more advanced work in the ordinary subjects, lessons in other branches shall be given to the highest class, as under :—

To Boys.—In Mathematics, Latin, Science, and Drawing.

To Girls.—In French, Drawing, and Sanitary Science.

Instruction may also be given in such other branches as the Minister may from time to time consider expedient.

13. Necessary text-books will be supplied by the Minister.

14. The course of instruction to be carried out in the highest class of a Superior Public School shall be that prescribed for a fifth class in the standard of proficiency ; but such subjects may be studied each year as shall be prescribed annually for the Junior or Senior Examinations of the Sydney University.

Evening Public Schools.

Signatures to Petition.

15. Every petition for the establishment of an Evening Public School must be signed, on behalf of not fewer than ten persons, by the parents, guardians, or other residents of the locality in which it is desired to establish such school.

Persons not eligible to be Pupils.

16. No person below the age of 14 years shall be received as a pupil in any Evening Public School without the consent of the Minister or until such person has received a certificate under Section 35 of the Public Instruction Act ; and no teacher or pupil-teacher employed in any school established or maintained under this Act shall be eligible for admission into such Evening Public School unless authorised by the local Inspector.

Place of holding Evening Public Schools.

17. An Evening Public School may be conducted in any Public School-room, in any class-room attached thereto, or elsewhere in a suitable place.

Furniture and Apparatus.

18. The ordinary school furniture and apparatus of any such Public School may be used in the management of an Evening School.

Books.

19. Necessary supplies of reading books will be granted to Evening Public Schools.

Time of Meeting.

20. The pupils of an Evening Public School shall meet for instruction three times weekly at least, and every such meeting shall be of not less than two hours' duration.

Course of Instruction.

21. The course of instruction shall comprise reading, writing, dictation, arithmetic, grammar, and geography, and such other subjects as the Minister may from time to time determine.

Instruction to be Secular.

22. The instruction imparted must be secular, in accordance with section 7 of the Public Instruction Act.

Fees.

23. Every pupil in an Evening Public School shall pay to the teacher weekly, in advance, a fee not exceeding 1s.; but the Minister may relieve any pupil from the payment of school fees where inability to pay is satisfactorily shown.

Fuel and Light.

24. The expense of providing fuel and light must be borne by the teacher.

Registers.

25. A class roll for recording the attendance of pupils, and a lesson register, shall be kept in every Evening Public School.

Returns.

26. Quarterly and annual returns shall be furnished in the same form as in Public Schools.

Inspection and Control.

27. Evening Public Schools shall be subject to the same inspection and control as Public Schools.

High Schools.

28. Candidates shall be eligible for admission to a High School who have completed one year's attendance in the third class of a Public School, or who can pass a satisfactory examination in the course prescribed for such class in grammar, dictation, and arithmetic; and in either geography or history.

29. Examinations for admission to High Schools as well as for Scholarships and Bursaries shall be held half-yearly in June and December. Scholarships and Bursaries may be awarded to those who gain the most marks at examination and show the requisite proficiency, as follows:—

Scholarships.

15 (7 to boys and 8 to girls in June; 8 to boys and 7 to girls in December), Sydney High School.
5 Bathurst Girls' High School.
10 (5 to boys and 5 to girls), Maitland High School.

Bursaries.

10 Bursaries for Metropolitan and Sub-metropolitan children tenable at the Sydney High, Grammar, or Superior Schools.
5 Bursaries (2 to boys and 3 to girls in June; 3 to boys and 2 to girls in December) for country children tenable at the same schools.
2 Bursaries in June, and 3 in December, Maitland Girls' High School.
2 Bursaries in June, and 3 in December, Bathurst Girls' High School.
5 Bursaries, Maitland Boys' High School.

30. There shall be two groups of subjects for examinations, one for Scholarships and one for Bursaries. They are—

For Scholarships.

(1.) *Grammar.*—To parse the more difficult words in a passage of about six lines. To distinguish the true subjects and the true predicates in sentences. To correct inelegant or ungrammatical expressions. To exemplify the correct usage of picked words.

(2.) *Dictation.*—To write a passage of about fourteen lines, dictated from some standard author or from an ordinary newspaper, with correct spelling and punctuation.

(3.) *Arithmetic.*—To solve questions in proportion, vulgar and decimal fractions, and interest.

(4.) *French (for girls)* } As prescribed for fifth classes in Public
Latin (for boys) } Schools, first half-year.
(5.) *Euclid (for boys only).*—Book I, Definitions, etc.; Propositions 1 to 20 inclusive.
(6.) *Algebra (for boys only).*—First four rules.

FOR BURSARIES.

(1.) *Grammar.*—As for Scholarships.
(2.) *Dictation.*—As for Scholarships.
(3.) *Arithmetic.*—As for Scholarships.
(4.) *History.*—Henry VII to Victoria inclusive; History of Australia as taught in Public Schools.
(5.) *Geography.*—Europe, Asia, America, and Australia, as prescribed for third and fourth classes in Public Schools.
(6.) *Drawing and Music.*—As prescribed for Third and Fourth Classes in Public Schools.

No candidate will be permitted to compete for a Sydney Scholarship or Bursary who lives nearer to a country High School than to Sydney; *vice versa*, no Sydney candidate may compete for a country Bursary or Scholarship.

Every applicant for either a Scholarship or a Bursary must state in his application what school he intends to enter.

Bursars electing to attend a High School and all Scholars are expected to attend the High School nearest by a practicable route to their places of residence. In exceptional circumstances, however, the Minister may, on application being made, sanction a departure from this rule. The application should accompany the form notifying intention to compete.

31. Candidates who compete for a Bursary or Scholarship more than once will be eligible for a Bursary or Scholarship only for the period remaining out of three years from the date of their first competition, and no candidate will be permitted to compete after having attended a High School.

32. A Scholarship will be tenable for three years, subject to good reports from teachers, and will entitle a pupil to a free grant of text-books and to free education in a High School. The examination for scholarships will be open to all boys and girls under 14 years of age on the day of examination.

33. A Bursary will be tenable for three years, subject to good reports from teachers, and will entitle a pupil to a free grant of text-books and to free education in a High School, a Superior Public School, or in the Sydney Grammar School. When a pupil holding a Bursary must necessarily board away from home in order to attend one of these schools, an allowance not exceeding £30 a year, in addition to free education and text-books, will be made, but when it is not necessary, on account of distance, to board away from home, the allowance will not exceed £10 a year.

34. No pupil will be awarded a Bursary whose parents or guardians are in a position to pay for his education; but, subject to this proviso, the examination for Bursaries will be open to all boys and girls under 14 years of age who have attended a Public School with reasonable regularity for the two years preceding the date of examination.

35. The fee to be charged at a High School shall be £3 3s. per quarter, payable in advance.

36. The fees shall in no case be the property of the teachers but shall be forwarded to the Cashier for payment into the Consolidated Revenue Fund.

37. The parents or guardians of candidates for Bursaries or Scholarships must fill in and forward to the Under Secretary the necessary forms of application at least three weeks before the date of examination. Such forms may be obtained at the Department of Public Instruction.

STATE BURSARIES FOR UNIVERSITY EDUCATION.

38. Ten Bursaries, six for boys and four for girls, tenable for three years at the Sydney University, will be awarded annually on the position of candidates at the annual matriculation examination.

39. Candidates must be under 18 years of age at the date of examination, and must have attended a High School, a Public School, or, as State Bursars, the Sydney Grammar School, for the year previous to the examination ; and they must produce satisfactory testimonials of character from the head masters of the schools they have attended.

40. They must satisfy the Minister of Public Instruction that their own and their parents' means are unequal to the expense of the University education. To a successful competitor who resides at such distance from the University as to be unable to travel to and fro daily, a full Bursary will be awarded ; while to one who resides in the metropolitan or sub-metropolitan inspectorial district, within easy access of the University, part of a Bursary only will be awarded. The candidate's status as to whether he can be deemed eligible for a full Bursary or part of a Bursary will be decided by the Minister before his admission to examination.

41. A Bursary shall entitle pupils to text-books and free education, together with an allowance not exceeding £20 per annum to those who need not board away from home, and not exceeding £50 to those who must necessarily do so ; provided that a Bursar who wins and elects to hold a Scholarship or Exhibition offered by the Senate of the University shall be entitled to receive from the two sources conjointly an allowance of not more than £50 per annum.

42. Every Bursar must matriculate at the University and attend day lectures ; and he shall continue to hold the Bursary only on condition that his conduct be good, and that he pass creditably the examination at the end of the first and second years after his matriculation.

43. The parents or guardians of candidates must fill in and forward to the Under Secretary the necessary forms of application for University Bursaries at least three weeks before the date of the matriculation examination. Such forms may be obtained at the Department of Public Instruction.

Provisional Schools.

44. A Provisional School may be established in any locality where not fewer than ten, and not more than nineteen, children between the ages of 5 and 14 years can regularly attend such school ; provided that no Provisional School shall be established within 4 miles, by the nearest route practicable for children, of any existing Public, Provisional, or half-time School.

45. The necessary school buildings and furniture for a provisional School, as well as the requisite books and apparatus, will be provided at the cost of the Department.

46. To ensure the continuance of a Provisional School, the provisions of the Public Instruction Act must be duly observed, and an average attendance of not fewer than ten pupils maintained.

47. School fees shall be paid at the same rate as prescribed for Public Schools, and the sums received shall be paid to the Consolidated Revenue.

48. Provisional Schools must be conducted in every respect as Public Schools, and be subject to all the provisions of the Public Instruction Act and Regulations.

Schools Taught by Itinerant Teachers.

(A.) *Half-time Schools.*

49. Wherever twenty children between the ages of 5 and 14 years are residing within an estimated radius of 10 miles from a central point, and can be collected in two groups that will give a united average attendance of sixteen children, an Itinerant Teacher may be appointed to visit such places, and the schools so established shall be designated Half-time Schools.

50. Aid will not be granted towards the maintenance of such schools unless suitable schoolrooms be provided by the applicants.

51. No schoolroom shall be approved unless it be at least 12 feet in width, be floored and ceiled, be provided with a fireplace, and be properly lighted and ventilated.

52. A full supply of furniture and school books shall be granted as a first stock to all schools newly established, and further grants will be made from time to time, as may be deemed expedient.

53. The same registers are to be kept, and the same returns furnished as in Public Schools.

54. Every teacher must divide his time between the schools under his charge in such a way as to effect the largest amount of good. Where practicable the schools should be taught day about, but if found more suitable other arrangements may be made under the authority of the Inspector having supervision of the schools. The parent or guardian of each child is to be supplied by the teacher with a time-table, showing the hours at which school opens and closes.

55. Half-time Schools shall be classified in the same manner as Public or Provisional Schools, according to the total average attendance of pupils at the stations at which the teacher gives instruction, no child being counted twice.

56. The scale of fees for Half-time Schools shall be, for five days' teaching:—

For one child in a family, 3d.
For two children in a family, 6d.
For three children in a family, 9d.
For four or more children in a family, 1s.

The sums received shall be forwarded by the teacher to the Cashier for payment into the Consolidated Revenue.

57. As regards instruction, every Half-time School is to be conducted in all respects as a Public School.

58. Teachers are required to insist on the carrying out of a systematic course of home lessons.

59. Teachers will be held directly responsible to the Inspectors under whose supervision they are placed.

60. At the end of each month a report upon the work done during that period must be furnished by teachers to the Inspector.

(B.) *House-to-house Schools.*

61. In localities where an average attendance of sixteen pupils can be guaranteed in three or more groups, and where suitable rooms for teaching are provided by the residents, an Itinerant Teacher may be appointed to visit such places, and the schools so established shall be designated House-to-house Schools.

62. The mode in which a teacher's time shall be apportioned between the several families visited by him will be determined by the Minister, on information furnished by the Inspector.

63. The subjects of instruction shall be limited to reading, writing, dictation, and arithmetic. It is required that the teacher shall supplement his oral instruction by a systematic course of home lessons.

64. As a condition to payment of salary, he must keep a record of the pupils' attendance in a satisfactory manner, and furnish punctually and accurately such returns as may be required by the Department.

65. Necessary text-books and materials will be supplied on requisition, as in the case of other schools.

66. The school fees payable shall be at the same rate as prescribed for Half-time schools, and the sums received shall be forwarded to the Cashier for payment into the Consolidated Revenue.

General Regulations

Grants of School Books, &c.

67. Grants of school books and apparatus shall be made from time to time, as may be deemed expedient to all schools under supervision of the Minister, in proportion to the average number of children in attendance. A full supply will be granted to schools newly established.

Requisitions for School Materials.

68. Requisitions for supplies should be forwarded at the end of a quarter only.

Character of School Books.

69. Such books only as are supplied or sanctioned by the Minister shall be used in any school for ordinary instruction.

Teachers not to Sell Copy-books or Stationery.

70. Teachers are not allowed to sell copy-books, stationery, or sewing, or other materials to pupils, but in country places where prescribed books cannot be purchased, teachers, provided they make no profit by so doing, may obtain such books for their pupils.

Apparatus.

71. The term apparatus shall be held to include maps, diagrams, pictures, blackboards, easels, ball-frames, and Kindergarten appliances.

Registers, &c., to be kept.

72. The undermentioned Registers and Forms shall be kept, according to directions supplied with them, by every teacher : (*a*) Admission Register, (*b*) Class Roll, (*c*) Daily Report Book, (*d*) Punishment Book, (*e*) Lesson Register, (*f*) Time-table, and (*g*) Programme of Lessons for each Class.

Returns.

73. Quarterly, half-yearly, and annual returns shall be furnished from every school. Each quarterly return must be neatly made out in duplicate, one copy to be retained by the teacher as a record, and the other to be furnished to the Inspector on the last Saturday preceding the Midsummer and Christmas vacations, and in other cases on the last Saturday in the months of March and September. The annual return must be forwarded, with the quarterly return, immediately after the close of the December quarter. The half-yearly return must be forwarded at the end of the June and December quarters.

Commencement of duty.

74. When a teacher is appointed to a school he must report to the Inspector of the District the date of arrival at his post and the date of commencing duty.

Resignation of a Teacher.

75. A teacher is required to give not less than one month's notice of his intended resignation, which shall take effect on the last day of the month indicated. Before receiving salary for the last month he must hand over to a person duly authorised all school property belonging to the Minister, and make out, in duplicate, an inventory of the same ; one copy to be forwarded to the Inspector, the other to be left with the school records.

Duties of Teachers.

76. The duties of teachers shall be :

To observe faithfully all regulations affecting him or his school.

To carry out the suggestions of Inspectors.

To teach according to the course of secular instruction.

To maintain the discipline prescribed in the Regulations.

To keep the school records neatly, and to furnish returns punctually.

To see that the undermentioned documents are kept posted in a conspicuous place in the school-room, namely :—(*a*) The Regulations ; (*b*) Notice to visitors ; (*c*) Course of Secular Instruction ; (*d*)Time-table ; (*e*) Programme of Lessons ; (*f*) Scale of Fees ; (*g*) Proclamation as to obligatory attendance ; (*h*) List of Public School Board.

To take charge of the school buildings and all property belonging to the Minister, and to be responsible for keeping the school premises in good order and tenantable repair—reasonable wear and tear excepted—and to see that they are not used for any other than school purposes without the Minister's permission.

Classification of Schools—Condition of retention in Class.

Regulations 77 and 78 will be found above in Section II. of the report, under "Classification of Public Schools."

Work-mistresses.

79. The time devoted to their duties by work-mistresses shall be as follows:—

	Days a Week.
In First-class schools with an attendance of 250 girls ...	5
In First-class schools with an attendance of fewer than 250 girls	4
In Second-class schools	4

80. Each work-mistress shall be required to keep a record, showing the names of the pupils, as well as the dates of commencing and completing each piece of work. The record is to be preserved for the information of the Inspector and of the Directress of Needlework.

81. The regular teachers of such classes as may be receiving instruction in needlework will be expected to assist the work-mistress in the performance of her duties.

Training Schools.

Classes of Candidates.

82. The Minister may authorise to be received into the Training Schools, annually, three classes of candidates, namely, *Scholarship Candidates*—Thirty pupil-teachers whose term of service has expired, and who have obtained the highest marks among those those passing the entrance examination; *Half-Scholarship Candidates*—Twenty pupil-teachers whose term of service has expired, and who have obtained, after the first thirty, the next highest marks among those passing the entrance examination, and are prepared to pay half the cost of their maintenance while in training; *Non-Scholarship Candidates*—Other pupil-teachers who have passed the entrance examination and are prepared to pay the whole cost of their maintenance while in training.

Conditions of Admission.

83. Before admission, every candidate must make a declaration that he intends, in good faith, to follow the profession of a teacher in schools under the Minister, and that he will accept a situation in any district to which he may be appointed. He must also procure a guarantee from two responsible persons that the whole expense of his training defrayed by the State will be refunded, if, from any cause whatever, he shall not enter the service of the Minister, or shall leave it in less than three years from the date of his first appointment.

Terms of Training.

84. Entrance examinations shall be held yearly in December; and the periods of training will be one year, two years, three years, as may be found expedient.

Allowances during Training.

85. The following allowances may be made to students who satisfy the aforementioned conditions and pass successfully the prescribed examinations:—To scholarship students, £6 per month; to half-scholarship students, £3 per month. Where the school is prepared to receive students into residence, board and lodging will be provided free, and an allowance of £1 and 10s. per month respectively will be made.

Practical Training.

86. The students shall be trained in the practical management of schools by attendance at the Practising Schools or at such other schools as the Minister may direct.

Examinations.

87. Oral examinations of the students shall be held periodically to test their attention and progress; and written examinations shall take place yearly, in December, when provisional classifications will be awarded according to attainments and teaching skill to students who have completed their course. No certificate shall be confirmed until the Inspector's Report shows that the student is successful in the management of a school.

Government of Schools.

Public School Boards.

88. The Minister reserves to himself the power of controlling, through his officers, the internal management of schools; but, for other purposes, he will avail himself of the assistance of Public School Boards, whenever suitable persons are found to fill the office.

89. Every Public School Board, at the first meeting thereof, shall elect from the members a Chairman, whose duty it will be to correspond with the Minister on behalf of the Board; and the Board may in like manner appoint such other honorary officers, being members of the Board, as the Board may deem expedient.

90. A Public School Board may, by resolution passed at a duly constituted meeting thereof, appoint any member or members to perform the duty, prescribed by the 19th section of the Public Instruction Act, of visiting any of the schools placed under the supervision of the Board; and it shall be the duty of the member or members so appointed to report the results of any such visitation to the Board, who will, if necessary, report to the Minister.

91. The grounds upon which any Public School Board shall exercise the power conferred on it by the section before-mentioned to suspend a teacher for misconduct, shall be the following:—Unfitness on the part of such teacher to perform his duties from intemperance, immoral conduct, gross neglect of duty, or continued absence from duty without leave.

92. Public School Boards shall, before leaving the school under visitation, report to the Minister any case in which a teacher is suspended by them, and apprise the Inspector having charge of such school by letter.

93. Public School Boards are expected to use every endeavour to induce parents to send their children regularly to school, and to report the names of any parents or guardians who refuse or fail to educate their children.

94. When the course laid down in Regulations under the 13th section of the Public Instruction Act for relieving parents and guardians from payment of school fees by the Minister is not convenient, application may be made by parents or guardians to the Public School Board of the district; and, if satisfied as to the inability of the applicants to pay school fees, such Public School Board may issue a certificate of exemption from payment thereof for a period not exceeding three months, and shall thereupon report the case to the Minister.

95. In addition to the powers conferred on such Boards by the Public Instruction Act, the Minister entrusts to them the following duties:- (*a*) To take care that the school buildings are not used for any improper purpose. (*b*) to see that a sufficient quantity of suitable furniture and apparatus is provided. (*c*) To take precautions for excluding from the school, during its ordinary business, all books not sanctioned by the Minister. (*d*) To inspect periodically the School Registers and Records. (*e*) To see that the school is open on all the usual school days, and that the teacher is present at his work. (*f*) To observe whether the teacher discharges his duties, to report his conduct to the Minister when he is in fault, and to protect him from vexatious complaints.

Inspectors of Schools.

96. Inspectors and other persons deputed by the Minister to visit any school shall be furnished with proper credentials. Every teacher is required to treat such persons with deference; to carry out their suggestions for the improvement of the school; and to obey their instructions in all matters relating to the Public Instruction Act and the Regulations.

Duties of Inspectors.

97. Inspectors are to enforce observance of the provisions of the Public Instruction Act and of the Regulations; but their decisions shall be subject to appeal to the Minister. They are to examine into the conditions of schools, and to inquire into all matters which it may be expedient to report to the Minister. They are authorised to determine all questions of school management, and to take the teaching of a class or of a school into their

own hands for a time, to show the teacher how defective methods may be improved.

Annual Inspections.

98. Once at least in the year, every school in each Inspector's district shall be visited by him and the pupils be examined as to their proficiency in the several branches of instruction as authoritatively prescribed. He shall, within six days of such inspection, send a report thereupon to the Minister, together with such observations on the state of the school generally as shall appear to him to be called for.

Conduct of Inspectors.

99. In their intercourse with teachers, Inspectors should be guided by feelings of respect for the teacher's office, and of sympathy with his labours. They should exhibit towards teachers every possible courtesy, treating them at all times with the consideration and kindness which the difficulties of their position demand.

Observation Book.

100. The Inspector's remarks upon the state of a school visited by him shall, at the close of the examination, be entered in the Observation Book of the school, which, as a record, is to be carefully preserved. Entries therein must not be erased or altered.

SCHOOL ROUTINE AND DISCIPLINE.

Punctuality.

101. With a view to the proper training of their pupils, teachers must conduct the operations of their schools with punctuality and regularity.

Cleanliness.

102. Habits of neatness and cleanliness are to be encouraged among the pupils, not only by precept, but by the personal example of the teachers, and, if necessary, may be enforced. Teachers are also responsible for keeping the schoolrooms and furniture clean and arranged in an orderly manner.

Order and Conduct.

103. Teachers are to instil into the minds of their pupils the necessity for orderly and modest behaviour, as well as for obedience to teachers and to the rules of the school. Pupils should also be trained to exhibit respect for the property of others, whether public or private ; to regard the feelings of their fellows ; to be honest and truthful, attentive under instruction, and conscientious in the discharge of every duty.

Government of Pupils.

104. In the government of pupils a teacher must avoid all degrading punishments. His discipline should be mild but firm, his manner kindly, his demeanour cheerful, and his language marked on all occasions by strict propriety. While overlooking no offence, his aim should be to prevent the necessity for punishment by effecting the improvement of the offender.

Corporal Punishment.

105. Corporal punishment may be inflicted, but by the principal teacher only, or by an assistant with his approval. It should be restricted to *extreme* cases ; and the teacher must keep a record of the time and place of punishment, its amount and the nature of the offence. [See also Clause 19 of Instructions to Teachers.]

Expulsion of Pupils.

106. No pupil shall be expelled from any school except by authority of the Minister.

Suspension.

107. A pupil may, nevertheless, for gross insolence, persistent disobedience, profanity, or immoral conduct, be, by the teacher, forthwith removed from

the school ; provided that, in every such case, the matter shall be reported without delay to the Minister ; and, until its settlement by him, the pupil shall not be readmitted. Where a pupil is thus suspended, the parents should be at once informed of the facts.

Playground Supervision.

108. The conduct of pupils in the playground must be carefully supervised by the teacher ; and he must see that, in proceeding to school and returning from it, their behaviour is orderly. While pupils are on the school premises, teachers are responsible for seeing that they do not suffer from exposure to heat or rain, and in performing this duty may for the purposes of shade, shelter, or lunch, use any weather-shed, classroom, or schoolroom.

Religious Views of Pupils or of Parents.

109. Nothing must ever be said or done by any teacher, in a pupil's hearing or presence, calculated to offend the religious views of that pupil, or of any other in the school, or of the parents of any pupil.

Daily Routine.

110. In all schools maintained or aided by the Minister, the daily routine shall be that specified hereunder : Provided that, by permission of the Minister, the time of assembling may be half an hour earlier than that specified ; in which case, the several times stated will be earlier in the same proportion. In country schools the midday recess may, with the sanction of the Minister, be reduced to one hour. In order that gates and doors may be unlocked and suitable preparations made for the work of the day, teachers of all ranks must be at their schools in the morning at least half an hour before the time specified for beginning lessons.

Morning.

At 9. All teachers to be present. All school materials to be prepared for lessons.
At 9.25. Pupils to be arranged in ranks, inspected as to cleanliness, and marched into school.
At 9.30. Lessons (for special religious instruction) to commence ; as noted in the time-table prescribed by Rule 111 below.
At 11. Recess to be spent in the playground by pupils and teachers.
At 11.15. Lessons to be resumed according to the time table.
At 12.25. Class-roll to be called and marked.
At 12.30. The school to be dismissed for midday recess.

Afternoon.

From 12.30 to 1.53. Recess for dinner and recreation, under the superintendence of the teachers.
At 1.55. Pupils to be arranged, inspected, and marched into school.
At 2. Lessons to recommence as noted in the time-table.
At 3.55. The roll to be called and marked.
At 4. The school to be dismissed.

Time-table.

111. The time-table to be observed in the schools is the following, except that in cases within the proviso to the preceding Regulation, the time in each instance will be half an hour earlier than specified :—
From 9.30 to 10.30. Special religious instruction : or, where no religious teacher is in attendance, ordinary instruction.
From 10.30 to 12.30. Ordinary instruction.
From 12.30 to 2. Recess for dinner and reassembling.
From 2 to 4. Ordinary instruction.

Special Religious Instruction.

112. Where the time specified for special religious instruction is inconvenient, some other hour may be fixed by mutual agreement between the Public School Board, the teacher, and the person giving such instruction.

Vacations and Holidays.

113. The vacations sanctioned by the Minister are—four weeks at Christmas, one week at Easter, and a fortnight at Midwinter. The holidays allowed, other than those occurring in vacation, are—the Anniversary of the Colony, of the Queen's Birthday, and of the Prince of Wales' Birthday; and Good Friday.

Teachers are to enter on their time-tables these vacations and holidays.

Closing Schools.

114. No school is to be closed upon any school-day without the written direction of the Minister or other person duly authorised by him on that behalf. When a teacher obtains authority to absent himself from school, he should notify the fact to the Public School Board of the district in which the school is situated.

Infectious Diseases.

115. The attendance of a pupil suffering from any contagious, offensive, or infectious disease, may be temporarily suspended by the teacher under rules approved by the Minister.

INSTRUCTION IN SCHOOLS.

Course of Instruction.

116. The Course of Secular Instruction, as the term is defined in the Public Instruction Act, shall be as given in Appendix to Regulations. (See below.)

Special Religious Instruction.

117. No pupil is to be required to receive special religious instruction if the parents or guardians of such pupil object to such religious instruction being given.

General Religious Instruction.

118. Where any parent or guardian objects to a pupil receiving the general religious instruction prescribed in the course of instruction, notification to this effect shall be made to the teacher *in writing*, who shall thereupon exempt such pupil.

Denominational Books.

119. The teacher in all schools under the superintendence of the Minister shall see that the religious books employed in the classes for special religious instruction are confined to the time and place of such instruction, and not left in the way of children whose parents may object to them.

Methods of Teaching.

120. Every teacher shall make himself acquainted with improved methods of teaching, and practise them in his school; and, as the efficiency of teachers will be judged by the attainments, as well as by the moral improvement of their pupils, not only the mode of instruction, but *results* should be kept in view.

Teaching Power to be Justly Distributed.

121. Teachers shall provide for the equitable distribution of their time through all the classes, so that the instruction of no pupil be neglected.

Persons Visiting Schools.

122. Visitors shall have access to every school maintained or aided by the Minister during the hours of secular instruction—not to take part in the business or to interrupt it, but simply to observe how it is conducted

Duties of Teachers to Visitors.

123. Every teacher shall receive courteously visitors seeking to inspect his school, and afford them access to the schoolroom and liberty to observe what books are in the hands of the children or on the desks, what tablets are on the walls, and what is the method of teaching; but teachers shall not permit any person to interrupt the business of the school by asking

question of the children, examining classes, calling for papers, or in any way diverting the attention from the usual business.

Official Visits.

124. The restriction expressed in the preceding Rule will not interfere with the visits of members of School Boards, nor with the provision in Section 17 of the Public Instruction Act whereby access is afforded to religious teachers for the purpose of communicating special religious instruction.

Visitors' Book

125. Every teacher shall have the "Visitors' Book" lying upon his desk, in which visitors may enter their names, and, if they think proper, any remarks. Teachers are by no means to erase or alter any remark so made.

Instructions to Teachers.

The following instructions, issued for the information and guidance of principal teachers of schools and of mistresses of Girls' and Infants' Departments, are also to be acted upon, as far as they may apply, by teachers generally. These instructions have equal force with the preceding regulations :—

I. Instructions relating to Principal Teachers only.

The principal teacher will keep a Teachers' Time Book, and will see that all teachers enter therein the time of their arrival and departure from school.

2. He will report to the inspector all teachers absent from duty without leave, and any who are habitually unpunctual.

3. He will visit the other school departments once a day at least, to ascertain that the teachers are at their posts and observing the time-tables. He will see that all documents required by the regulations are exhibited in their proper places. It is not intended that he shall arbitrarily interfere with the teaching, the discipline, or the internal management of the other departments ; nor is he at liberty to remove children therefrom to his own department without the sanction of the Inspector ; but he is empowered to decide questions relating to the general order and routine of the entire school, subject to appeal to higher authority.

4. He will, with the concurrence and aid of the heads of departments, arrange for the regular cleaning of the schoolrooms, will see that the closets and all external premises are kept clean, and that the fences and gates are uninjured by the pupils. He will report promptly any damage done to the school buildings, as also any necessity for attention to the closets. If the water for the use of the pupils should become bad, the Inspector should be informed to that effect ; and, in dry seasons care is to be taken to prevent any persons, other than the pupils or the teacher's family, from obtaining water from the school tanks or wells.

5. He will see that horses are not allowed under any circumstances to run in the playground during school hours. Subject to the principal teacher's approval, the parents of pupils riding to school are at liberty to fence off, at their own expense, a small portion of the playground as a stockyard.

6. He will receive all letters addressed to teachers at the school, and deliver them to the owners as soon as convenient. At the same time he will impress upon teachers that having private letters addressed to them at the school is an inconvenient arrangement, justified only by urgent circumstances. Letters intended for pupils, and non-official letters addressed to pupil-teachers, should be forwarded to the parents of the persons concerned.

7. Persons visiting the school, or calling upon teachers, should in the first instance be brought to the principal teacher.

8. He will receive and investigate complaints from parents and others. It is expected that he will attentively consider such complaints, that he will endeavour to ascertain whether they are well founded, and that he will afford the redress which their nature may require or suggest. In cases of importance a full statement of the facts should be furnished for the Minister's information

9. The principal teacher will register all children applying for admission to the school, and will determine the department for which they are fit.

10. Under the heading in the annual return, "Number of Scholars on the Records," pupils who have left, but who have subsequently been re-enrolled in the same school during the year, should only be counted once. A school with two or more departments is to furnish but *one* annual return, in which children transferred from one department to another during the year are only to be counted once.

II. Instructions relating alike to Principal Teachers and Mistresses of Departments.

11. He will give vigilant attention to the ventilation and temperature of the rooms, and will especially avoid an excessive degree of heat. At each recess the doors and windows should be opened so as to secure an effectual change of air. Windows should be opened, where practicable, by lowering them from the top; and the children must not be allowed to sit in a strong current of air.

12. He will note the methods employed and the discipline maintained by the several teachers under his immediate supervision, and will have power to interfere whenever he may consider either to be defective; but this should be done in such a manner as not to derogate from a subordinate's authority and influence over his pupils. Fault should not be found with a teacher within the hearing of his class.

13. He will arrange his classes, if four or more, in sections, each section to contain two or three classes; and will place in charge of each section an assistant teacher, who, when the staff admits, will be aided by a pupil-teacher.

14. For all purposes of classification and examination the actual attendance of a pupil in days shall determine his half-year in class, such half-year to consist of 110 days.

15. When a subordinate teacher relinquishes the charge of a class or section, it should be examined by the head of the Department. A record of the condition of the class or section, as elicited by such examination, should be entered in the lesson register, and be attested by the signatures of all the persons concerned.

16. A similar course should be followed with respect to the materials used by the class or section in charge of the outgoing teacher.

17. He will carefully preserve in the school all completed records and duplicate returns, for the use of future teachers.

18. Beyond marking the rolls and entering the names of new pupils, teachers are not to engage in clerical work during the time set apart for instruction.

19. Corporal punishment must not be inflicted except by the head of the school, or department, or—under his direction and responsibility—by an assistant teacher. Pupil-teachers are, under no circumstances, to be allowed to inflict corporal punishment. Careful attention must be paid to the Regulation which provides that corporal punishment "should be restricted to *extreme* cases." *Failure or inability to learn is not to be regarded as an extreme case;* and corporal punishment is not to be recognised as a proper aid to teaching. The boxing of pupils' ears and the tapping of children on the head are strictly forbidden, as is also the corporal punishment of female pupils 12 years of age and over; and no corporal punishment may be inflicted for neglect to prepare home lessons. *All cases* of corporal punishment are to be recorded, at the time the punishment is inflicted, in the punishment book supplied to all schools by the Department.

20. *Home Lessons:—*

(a.) No home lessons or written exercises of any kind shall be given to children attending infants schools or first classes in other schools.

(b.) Children in the second class shall have no written exercises of any kind; but they may be required to prepare lessons on reading, spelling, or tables, provided such work take up not more than half an hour each evening.

(c.) Children in the third class may be given home lessons four evenings in the week, the subjects being left to the discretion of the teacher ; but each night's lessons must not take more than one hour to complete.

(d.) In the case of fourth and fifth classes it is left to the discretion of the teacher to give such home lessons as he may consider necessary.

21. Pupils shall not be detained in school for study or for punishment during any part of the forenoon recess.

22. The teacher shall make the necessary arrangements for the proper oversight of the playground during recesses. It is competent for the head of a school or of a department, the staff of which contains more than one teacher, to so arrange that each half of the staff shall be relieved of playground supervision during an equal portion of the recess for dinner. Principal teachers and mistresses of departments must undertake playground duty equally with the other teachers.

23. He will construct programmes of lessons for classes in his department taught by pupil teachers, and will decide upon the suitableness of those framed by assistant teachers. His signature is to be attached to these documents, in evidence that they have been examined by him and have received his approval.

24. He will devote a portion of his time weekly to the instruction of each class in his department.

25. He will examine each class in his department at least once a month, and will record the results, note the defects, and enter suggestions for their remedy in a book kept for the purpose. Such entries should be signed by himself and the teacher of the class.

26. He will be responsible for the progress of all children in his department and for the condition of the department in all other matters, excepting those points of organisation for which he cannot reasonably be held accountable.

27. He will devote at least one hour daily to the instruction of pupil-teachers, and will see that *all* the prescribed subjects are duly studied by them. Suitable programmes are to be prepared, and a register is to be kept showing (*a*) the time of commencing the daily lesson, and the time at which it was concluded, (*b*) the exercise or home-lesson appointed for the day. It must be clearly understood that mistresses of departments are to perform a fair share of the work of instructing pupil-teachers.

28. In making application for increased assistance, he will give attention to the following rules, by which the numerical strength of teaching staffs is regulated.

In a mixed school, or in a separate Boys' or Girls' Department, having an average attendance of—

50 pupils, the staff may consist of Teacher and Pupil-teacher.

70 pupils, the staff may consist of Teacher and Assistant.

80 to 110 pupils, the staff may consist of Teacher and 2 Pupil-teachers.

110 to 140 pupils, the staff may consist of Teacher, Assistant, and Pupil teacher.

140 to 180 pupils, the staff may consist of Teacher, Assistant, and 2 Pupil-teachers.

180 to 220 pupils, the staff may consist of Teacher, Assistant, and 3 Pupil-teachers.

220 to 270 pupils, the staff may consist of Teacher, 2 Assistants, and 2 Pupil-teachers.

270 to 310 pupils, the staff may consist of Teacher, 2 Assistants, and 3 Pupil-teachers.

310 to 350 pupils, the staff may consist of Teacher, 2 Assistants, and 4 Pupil-teachers.

350 to 400 pupils, the staff may consist of Teacher, 3 Assistants, and 4 Pupil-teachers.

400 to 450 pupils, the staff may consist of Teacher, 3 Assistants, and 5 Pupil-teachers.

450 to 500 pupils, the staff may consist of Teacher, 3 Assistants, and 6 Pupil-teachers

In every separate Infants' Department having an average attendance of—
100 to 120 pupils, the staff may consist of Teacher, and 2 Pupil-teachers.
120 to 160 pupils, the staff may consist of Teacher, Assistant, and Pupil-teacher.
160 to 200 pupils, the staff may consist of Teacher, Assistant, and 2 Pupil-teachers.
200 to 240 pupils, the staff may consist of Teacher, Assistant, and 3 Pupil-teachers.
240 to 300 pupils, the staff may consist of Teacher, 2 Assistants, and 3 Pupil-teachers.
300 to 340 pupils, the staff may consist of Teacher, 2 Assistants, and 4 Pupil-teachers.
340 to 380 pupils, the staff may consist of Teacher, 2 Assistants, and 5 Pupil-teachers.
380 to 440 pupils, the staff may consist of Teacher, 3 Assistants, and 5 Pupil-teachers.
440 to 480 pupils, the staff may consist of Teacher, 3 Assistants, and 6 Pupil-teachers.
480 to 550 pupils, the staff may consist of Teacher, 3 Assistants, and 7 Pupil-teachers.

29. In forwarding applications for leave of absence the principal teacher or mistress of a department will state thereon the arrangements proposed for the performance of the duties of those applying; will express an opinion as to whether such arrangements are satisfactory; and will state what previous leave has been granted, and on what terms, during the past twelve months. Applications for sick leave for three or more days should be accompanied by medical certificates.

30. All correspondence and returns (except those relating to fees) should be sent to the inspector under whose immediate supervision the school is placed. Salary abstracts should be sent direct to the accountant.

31. In their correspondence, teachers must state at the head of their communication the name of their school *with the post-town;* and, after their signature, the position they hold in the school. In the case of female teachers, Mrs. or Miss, as the case may be, should be written in brackets before their name.

32. Teachers of all ranks are required to abstain from participation in any public meetings or other gatherings on party, political, or sectarian topics, and generally to refrain from all action in such matters calculated to give offence to any section of the community or to impair their own usefulness as teachers; they must also abstain from public controversy upon the merits of the system of education now in force, and from acting as local preachers, lay readers, or local correspondents of newspapers.

33. It is incumbent on teachers to attend to directions given them by inspectors, and all departmental orders issued to them must be strictly observed. Should a teacher at any time feel aggrieved, he may appeal to the Minister for redress, but such appeal must be made in a proper and respectful manner. Pending an appeal, no teacher will be justified in disobeying orders, nor in the course of an appeal shall he knowingly make unfounded charges or improperly introduce subjects foreign to the matter of appeal.

34. No sectarian or denominational publications of any kind shall be used in school, nor shall any denominational or sectarian doctrines be inculcated.

35. It shall be the duty of all teachers to impress on the minds of their pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood; to instruct them in the principles of a free Government; and to train them up to a true comprehension of the rights, duties, and dignity of citizenship.

APPENDIX TO "REGULATIONS."

THE COURSE OF SECULAR INSTRUCTION AND STANDARDS OF PROFICIENCY FOR THE SEVERAL CLASSES IN SCHOOLS.

For Infants' Schools.

First Half-year of Enrolment.

* *Reading*—To read Primer, Part I. (one-third of the whole).
Writing—To write on slates—i, u, n, m, v, r, w.
Arithmetic—To count and read up to 10; to know ball-frame exercises in addition, and addition of other concrete quantities as far as 10.
First course of easy Kindergarten exercises in singing, drill, drawing, object lessons, form and colour, to be given in combination with the pupils in their second half-year.
Scripture—Narratives and moral lessons.

Second Half-year of Enrolment.

Reading—To read Primer, Part I., to the end.
Writing—To write on slates all the letters of the alphabet, with easy combinations.
Arithmetic—To count and read as far as 20; addition in single column, to 20; to add and substract mentally numbers not involving results higher than 20.
Kindergarten exercises as in first half-year.
Scripture—Narratives and moral lessons.

Third Half-year of Enrolment.

Reading—Primer, Part II., to the end.
Writing—To write on slates from copies.
Dictation—Words from lessons read.
Arithmetic—To read and notate as far as 100; addition to three places—three lines; mental arithmetic up to 30; tables to "4 times."
Second course of easy Kindergarten exercises in subjects prescribed for first and second half-years.
Scripture—Narratives and moral lessons.

Fourth Half-year of Enrolment.

Reading—Reader I., to the end.
Writing—On slates from copies.
Dictation—From lessons read, 8 lines.
Arithmetic—To read and notate up to 1,000; addition four places, four lines; mental operations in addition and substraction; multiplication tables to "7 times."
Kindergarten Exercises—As in third half-year.
Scripture—Narratives and moral lessons.

Values of Subjects taught in Infants' Schools.	Marks.
Reading	200
Writing	100
Arithmetic	100
Dictation	100
Kindergarten Lessons	100
Scripture	30

Note.—The enrolment of each pupil in the several classes of an Infants' School must show the time of such pupil in the *school* and not in the class.

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* The Primers and Readers named in these standards are the "New Australian School Series"—William Brooks and Co., Publishers.

FOR PRIMARY SCHOOLS AND FOR BOYS' AND GIRLS' DEPARTMENTS.

FIRST CLASS.

First Half-year of Enrolment.

Reading—Primer I., to Lesson XXV.
Writing—To write on slates, from the blackboard, the following letters, with their combinations, in words of four letters—i, u, n, m, o, a, c, e, v, w, r, t, d, l, b, h, j, f, y, g, p, q.
Arithmetic—To count and read any number as far as 20; to add in single columns numbers not involving a higher result than 20; to notate as far as 20; to add and subtract, mentally, numbers not involving results higher than 20.
Drawing. Object Lessons, Needlework, Singing, Scripture, and Drill—Instruction in these subjects to be given in combination with pupils in their third half-year.

Second Half-year of Enrolment.

Reading—Primers I. and II., to the end.
Writing—To write on slates from copies.
Dictation—Words from lessons read.
Arithmetic—To read and notate easy numbers as far as 100; to work sums in addition—three lines; to add, mentally, numbers involving results not higher than 30; multiplication tables to "4 times.
Drawing, Object Lessons, Needlework, Singing, Scripture, and Drill—Instruction in these subjects to be given in combination with pupils in their third half-year.

Third Half-year of Enrolment.

Reading—Reader I., to the end.
Writing—On slates from copies.
Dictation—From lessons read.
Arithmetic—To read and notate numbers as far as 1,000; to work sums in addition to 4 places, 4 lines; to perform easy mental operations in addition and subtraction; multiplication tables to "7 times."
Drawing—Straight lines and straight line forms.
**Object Lessons*—Simple subjects of interest to children of this age.
Singing—Simple melodies by ear.
**Scripture*—Narratives and moral lessons.
Drill—Inspection drill, simple exercises.
Needlework—Hem and top-sew together strips with coloured cotton, and plain hems.

Values of Subjects taught to First Class.	Marks.
Reading	200
Writing	100
Dictation	100
Arithmetic (Notation, 20; Slate-work, 60; Mental Operations, 20)	100
Singing	30
Scripture	30
Object Lessons	30
Drawing	30
Drill	30
Needlework	30

SECOND CLASS.

First Half-year of Enrolment.

Reading—Reader II. (First half). In all classes above the first, an intelligent grasp of the meaning of what is read is expected from pupils.

* In small schools, the First and Second Classes may be combined for Object Lessons and Scripture, and should receive in each subject not less than one half-hour lesson per week; the inspection to be conducted on the lessons actually given.

Writing—In copy-books.
Dictation—Eight lines from lessons read.
Arithmetic—Notation as far as six places, three lines; subtraction, multiplication by two digits; mental arithmetic—more difficult operations in addition and subtraction; multiplication tables to "12 times."
Singing—Simple melodies by ear; easy exercises on the modulator; strong tones.
**Scripture*—Oral lessons from Old Testament, No. 1.
Drawing—Freehand drawing on slates, of simple right-lined and curved figures.
**Object Lessons*—Familiar objects.
Drill (for boys)—"Infantry Drill, 1896;" Sections 3 to 9, 11, 13, 14, and 17, pages 4 to 13, 16 and 17, omitting Section 7.
Drill (for girls)—Sections 2, 3, 5, 6, 9, 11, 13, 14, and 17, formation of class, position of attention, dressing with intervals, turnings by numbers (right and left), pace and time, position in marching the quick march, the halt, marking time, free exercises and body flexions (six exercises).
Needlework—Hem and top-sew a 9-inch sampler of jaconet with coloured cotton, and feather-stitch all round. Initial or name in satin-stitch.

Second Half-year of Enrolment.

Reading—Reader II., to the end.
Writing—In copy-books.
Dictation—Eight lines from lessons read.
Arithmetic—Notation to 9 places, 3 lines; multiplication in full; short division; mental arithmetic—exercises in simple rules; tables—money.
Singing—As for first half-year.
**Scripture*—As for first half year.
Drawing—Freehand drawing on slates, of simple right-lined and curved figures.
**Object Lessons*—As for previous half-year.
Needlework—Make a plain pillow-slip, pinafore, handkerchief, or similar useful article; seams to be top-sewed and felled-finished with tapes.
Drill (for boys)—Sections 9 to 22, pages 11 to 20, omitting Sections 12 and 20; also Section 46, No. 14, page 40, omitting the latter part, "Knees, bending and stretching," "on the hands down," &c.; (for girls) same as first half-year, together with changing step while marking time and marching, Section 19.

Value of Subjects taught to Second Class.

Reading	200
Writing	100
Dictation	100
Arithmetic (Notation, 20; Slate-work, 130; Mental, 50) ...	200
Object Lessons	60
Singing	50
Scripture	30
Drawing	30
Drill	60
Needlework	60

THIRD CLASS.

First Half-year of Enrolment.

Reading—Reader III. (First-half).
Repetition from memory of twenty lines of poetry.
Writing—In copy-books.
Dictation—Eight lines from lessons read.

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* See note on previous page.

* *Arithmetic*—Notation to nine places, long division, addition, subtraction, and multiplication of money; mental arithmetic—easy exercises; tables—weights and measures.

Geography—To know the school locality and the cardinal points; to be able to show on a map of the World the continents, oceans, and larger or more important islands, seas, bays, and straits.

Grammar—To define the noun, pronoun, adjective, and verb, and to distinguish each in easy sentences.

Singing—Tonic Sol-fa notation: scale exercises; easy time exercises; two and three pulse measures; simple song and rounds.

†*History*—Not fewer than twelve simple stories or biographies given orally covering the period from the Roman to the Norman conquest, *e.g.*, the Ancient Britons, the Roman conquest, the introduction of Christianity, the Danish and Saxon settlements, Alfred the Great, Canute, Harold.

Drawing—Simple geometrical figures, to be drawn with rulers; and freehand drawing of regular forms and curved figures.

Scripture—New Testament, No. 1; moral lessons.

Object Lessons—Lessons on animals and plants, with special reference to agriculture; on the human frame, and laws of health; on elementary physiology; and on important manufactures.

Drill (for boys)—"Infantry Drill, 1896," Sections 7, 12, 19, 20, 23 to 26, and 42, pages, 8, 14, 18, 21 to 23, and 32; also Section 46, No 17, pages 52, 53, and 54; Exercises 1st, 2nd and 3rd with or without dumb bells.

Drill (for girls)—Same as second classes, together with balance-step without advancing; formation of two ranks (Section 35); dressing; marching to front and rear (Section 37); file-marching and wheeling in file.

Needlework—A plain chemise, gathered at neck into a stitched band, ornamented with feather-stitching; or a similar useful article which can be completed by stitches already taught.

Second Half-year of Enrolment.

Reading—Reader III., to the end.
Repetition from memory of thirty lines of poetry.

Writing—In copy-books.

Dictation—Twelve lines from the reading lessons.

Arithmetic All the compound rules; mental arithmetic—exercises in reduction, buying, selling, measurements, weights.

Grammar—To distinguish all the parts of speech in easy sentences.
Composition—to write a letter of not less than twelve lines.

Geography—Simple oral lessons on the Australian Colonies, Tasmania, and New Zealand. As memory work it will be sufficient to know the names and to show the positions of two or three of the chief towns and important rivers in each Colony.

Object Lessons—As for previous half-year.

†*History*—Not fewer than twelve simple stories or biographies given orally, covering the period from William I. to Richard I., *e.g.*, the Norman conquest, the Feudal system, Matilda and Stephen, Becket, the Crusades.

Singing—As for previous half-year.

Drawing—As for previous half-year, with more difficult exercises.

Scripture Lessons—As for previous half-year.

Drill (for boys)—"Infantry Drill, 1896," Sections 27 to 33 and Section 42, pages 24 to 29 and page 32; also section 46, No. 17, pages 54 and 55; Exercises 4th, 5th, 6th, and 7th, with or without dumb-bells.

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* Tables to be confined to (1) money; (2) long measure: yards, feet, inches; (3) weight: tons, cwts., qrs., lbs.; (4) capacity: gallons, quarts, pints; (5) time: days, hours, minutes, seconds.

† Beyond the names of the sovereigns and the dates of their accession, no dates or genealogical tables will be required from pupils of third class, and the examination will not go outside the lessons given.

Drill (for girls)—As for first half-year.
Needlework—A linen sampler, with threads drawn, showing the various stitches used in needlework, namely, top-sewing, stitching, herring-boning, various feather-stitching, eyelet and button-holes, small square of darning, loops ; name done in satin-stitch.

Third Half-year of Enrolment.

Reading—Reader IV. (first half).
Repetition from memory of forty lines of poetry.
Writing—In copy-books.
Dictation—Twelve lines from the reading lessons.
Arithmetic—Reduction ; miscellaneous exercises in simple and compound rules ; mental arithmetic—easy questions in buying and selling, and in household and business accounts.
Grammar—Parsing of easy sentences ; accidence ; analysis of simple sentences ; composition.
Geography—Simple oral lessons on Europe. As memory work it will be sufficient to know the names and to show the positions of a few of the chief towns, rivers and mountain ranges (if any) in each country.
Object Lessons—As for first half-year.
History—Not fewer than twelve simple stories or biographies, given orally, covering the period from John to Richard II., *e.g.*, Magna Charta, Simon de Montfort, House of Commons, Llewellyn, Wallace, Bruce, Bannockburn, Crecy, Black Prince, Wat Tyler.
Singing—Tonic Sol-fa,* scale exercises ; time exercises in four-pulse measure, introducing half-pulse, hold-mark, and rest ; two-part songs and rounds.
Drawing—As for second half-year, with more difficult exercises.
Scripture Lessons—New Testament, No. 1.
Drill for (boys)—"Infantry Drill, 1896," Sections 34 to 39 and Section 42, pages 29 to 32, and manual exercises ; also Section 46, No. 16, pages 44, 45 and 46 ; 1st, 2nd and 3rd practices.
Drill (for girls)—As for second half-year, together with balance step (advancing) and dumb-bells, six exercises.
Needlework—1. Sampler as in last half-year.
2. A pair of drawers, tucked, finished with button-holes in band ; or similar useful article.

Fourth Half-year of Enrolment.

Reading—Reader IV., to the end.
Repetition from memory of forty lines of poetry.
Writing—In copy-books.
Dictation—Twelve lines from the reading lessons.
Arithmetic—Miscellaneous exercises in back rules ; household accounts ; bills of parcels ; simple proportion and practice (money only).—Mental arithmetic—miscellaneous exercises.
Grammar—Parsing and analysis of easy sentences, with a knowlege of the rules of syntax ; composition.
Geography—Asia and America, as in the case of Europe in third half-year.
Object Lessons—As for first half-year.
History—Not fewer than twelve simple stories or biographies given orally, covering the period Henry IV. to Elizabeth, *e.g.*, Agincourt, Wars of the Roses, Warwick, Wolsey, Mary of Scotland, the Armada ; History of Australia to 1808.
Singing—As for third half-year.
Drawing—As for third half-year, with more difficult exercises.
Scripture Lessons—New Testament, No. 1.

* Or at the discretion of the teacher, staff notation of corresponding difficulty.

Needlework—1. Running and felling seams with tucks run and gathered into band, in chemise or similar useful article; name or initial in satin-stitch.
2. Darning in stocking-web material.
3. Button-holes in cloth.

Drill (for boys)—"Infantry Drill, 1896," Sections 40 to 45 with arms, pages 31 to 34; also Section 46, No. 16, pages 47 and 48, 4th practice.

Drill (for girls)—As for third half-year.

Values of Subjects taught to Third Class.	Marks.
Reading (Reading, 80; Poetry, 40; Meanings, &c., 30)	150
Writing (in copy-books, 100; from Dictation, 50)	150
Dictation (for Spelling)	100
Arithmetic (Slate work, 100; Mental, 50)	150
Grammar (Accidence, &c., 50; Composition 50)	100
Geography	60
Object Lessons	60
History	60
Music	60
Drawing	60
Scripture Lessons	60
Drill	60
Needle-work	60

NOTE.—The work prescribed in Object Lessons, Scripture, and Drawing, is for the whole period pupils remain in the Third Class. The examination will be on the subjects taught.

FOURTH CLASS.*

First Half-year of Enrolment.

Reading—Reader V. (first half).
Repetition—from memory of fifty lines of poetry.

Writing—In copy-books.

Dictation—Twelve consecutive lines from lessons read.

Arithmetic—Compound proportion; vulgar and decimal fractions; mental arithmetic—miscellaneous examples.

Grammar—Parsing passages of ordinary difficulty; practical instruction in accidence and syntax; analysis; composition.

†§*Geography*—New South Wales; physical features and chief towns; mapping.

Object Lessons—Lessons on animal and plant life, and on the chemical and physical principles involved in agriculture; more advanced lessons on third-class subjects, with light, heat, and air, in relation to health; also lessons on elementary physical science. It is not intended that all these should be taken in one half-year, but a series in one group may be taken.

**§*History*—Not fewer than twelve simple stories or biographies given orally, covering the period from James I. to Anne, *e.g.*, Gunpowder Plot, Raleigh, Petition of Rights, Civil War, Cromwell, Monk,

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* NOTE.—Where there are not ten pupils to form a Fourth Class, the standard prescribed for the first half-year in the Fourth Class shall be that for the fifth half-year in the Third Class.

† *Geography.*—In Third and Fourth Classes no "heights" or "lengths" will be required at examinations.

§ In all classes, to enable an Inspector to examine within the range of lessons actually given in Geography and History, definite information should be entered in the Register of Lessons as to the scope of each lesson.

** In Class four, beyond those mentioned for Class three, only at few noted dates such as 1215, 1688, 1815, etc., will be required at examinations.

William of Orange, Marlborough, Act of Settlement, History of Australia from 1808 to 1837.

Singing—Staff notation, treble clef; $\frac{2}{4}$ and $\frac{3}{4}$ time; time exercises introducing minim and crotchet, with rests; two-part songs and rounds; structure of the major diatonic scale.

Drawing—Freehand drawing—foliage, flowers, ornament, vase forms, &c., in outline, and either simple geometrical figures with instruments, including scale drawing, or model drawing of rectilineal objects.

Scripture Lessons—The whole series (Fourth Class and Fifth Class may be taken together).

Euclid—Definitions of, Book I.

Drill (for boys)—"Infantry Drill, 1896," Sections 60 to 64, pages 76 to 79, and manual and firing exercises and physical drill.

Drill (for girls)—Same as Third Classes, together with balance step (retiring), and wands (six exercises).

**Needlework*—1. Sampler with greater skill than before.

2. A petticoat with tucks run, gathered and stroked into band; or similar useful article.

3. Darning and button-holes, as in last half-year.

Second Half-year of Enrolment.

Reading—Reader V.

Repetition from memory of fifty lines of poetry.

Writing—As for first half-year.

Dictation—Twelve consecutive lines from books read.

Arithmetic—As for first half-year, with simple interest and the mensuration of surfaces.

Grammar—As for first half-year.

§*Geography*—Africa, in out-line; latitude and longitude, day and night; zones.

Object Lessons—As for first half-year.

§†*History*—Twelve simple stories or biographies given orally, covering the period from George I. to the present time, *e.g.*, Robert Walpole, Clive, Chatham, American Independence, French Revolution, Nelson, First Reform Bill, &c.; History of Australia from 1837 to 1855.

Singing—As for first half-year, adding quavers and dotted notes.

Drawing—As for first half-year.

Scripture Lessons—The whole series.

Euclid—Book I., to Proposition 12.

Drill (for boys)—"Infantry Drill, 1896," Sections 65 to 71, pages 80 to 82, and manual and firing exercises and physical drill.

Drill (for girls)—As for first half-year.

**Needlework.*—1. A plain night-shirt, showing top sewing, stitching, button-holes, and gathers, and finished with gussets; or a night-dress tucked and trimmed, or any similar article.

2. Patching in calico and flannel.

3. This class will be expected to set their own sewing, with the advice of the Work-mistress; and pupils over 14 years of age should be able to cut out and fit garments specified in Third Class.

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* When the standard of plain needlework prescribed for the Third Class has been completed, ornamental work, or knitting, or both, may be introduced.

§† See notes on previous page.

Value of Subjects taught to Fourth Class.	Marks
Reading (Reading, 80 ; Poetry, 40 ; Meaning, etc., 30) ...	150
Writing (in Copy-books, 100 ; from Dictation, 50)	150
Dictation (for Spelling)	100
Arithmetic (Slate Work, 100 ; Mental, 50)	150
Grammar (Accidence etc., 50 ; Composition, 50)	100
Geography	60
Object Lessons	60
History	60
Music	60
Drawing	60
Scripture	60
Euclid	60
Drill	60
Needlework	60

FIFTH CLASS.*

First Half-year of Enrolment.

Reading—The Text-book prescribed for the University Junior Examination or any other book sactioned by the Minister.

Writing—In copy-books.

Dictation– Passages of ordinary prose, fifteen consecutive lines.

Arithmetic—Compound interest, profit and loss, as treated in any standard text-book, such as Lock's ; Mensuration—area of regular surfaces ; the metric system.

Grammar Accidence and Syntax, as treated in Lennie's Grammar ; ordinary parsing ; simple analysis ; and composition.

Geography—Commercial routes ; products of different countries ; forms of government ; important manufacturing and mining centres.

† *History*—William III. to George II. inclusive, as treated in any ordinary text-book, such as Ransome's ; History of Australia from 1855 to 1872.

Science—Not fewer than twenty lessons on scientific subjects. A series on one or more separate branches, *e.g.*, botany, chemistry electricity, physiography, etc. will be accepted.

Cooking—For girls.

Euclid—Book I.

Algebra—The four simple rules, as treated in any standard text-book such as Charles Smith's.

§*Latin* (for boys)—Abbott's "Via Latina" to Exercise 21, page 29.

§*French* (for girls)—Macmillan's Progressive French Course, No. 1, Lessons 1 to 14, and Mrs. Boyd's "Causeries Familières," Chapters I. to V. inclusive.

Drawing– As for class four, with increased difficulty.

Music—Staff notation ; time signatures fully ; key signatures ; marks of expression : common musical terms ; three-part songs.

Scripture Lessons—The whole series. (The Class may be taken with Fourth Class in this subject.)

Drill (for boys)—} As for Fourth Class.
Drill (for girls)—}

Needlework—1. Patching in print, flannel, and cloth.
2. A linen sampler as in Third and Fourth Classes ; also a child's dress made of washing material.
3. The pupils will be required to cut out and fix their own sewing ; also any garment named in former classes.

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* NOTE.—When there are not ten pupils to form a Fifth Class, the standard prescribed for the first half year in Fifth Class shall be that for the third half-year of the Fourth Class.

† At examinations only a few well-known dates will be required.

§ In mixed schools the teacher may confine himself to either Latin or French.

Second Half-year of Enrolment.

Reading—
Writing—
Dictation } As for first half-year.

Arithmetic—Miscellaneous exercises in back rules, as treated in any standard text-book, such as Lock's.

Grammar—As for previous half-year.

Geography—British Empire.

† *History*—George III. to the present time; History of Australia from 1872 to 1898.

Science—Twenty additional lectures.

Music—
Scripture Lessons— } As for first half-year.
Drawing—

Euclid—Books I. and II. with easy Exercises.

Algebra—Simple Equations and Factors, &c.

Latin (for boys)—Abbott's "Via Latina," to page 53, with the first conjugation and the verb *sum*.

French (for girls)—Macmillan's Progressive French Course No 1, Lessons 15 to 26, and Mrs. Boyd's "Causeries Familières," chapters VI. to IX. inclusive, with the four regular conjugations.

Needlework—As for first half-year.

Drill (for boys)—As for Fourth Class.

Drill (for girls)—As for Fourth Class.

Values of Subjects taught to Fifth Class.	Marks.
Reading—Prescribed text-book	100
Writing	100
Dictation	100
Arithmetic	100
Grammar	100
Geography	60
History	60
Science	60
Geometry	100
Algebra	100
Latin	100
French	100
Drawing	60
Music	60
Scripture	60
Drill	60
Needlework	60

NOTE 1.—Where pupils remain in Fifth Class beyond one year, higher results in Mathematics and Languages will be required.

NOTE 2.—*Music*—In separate boys' and girls' departments the sexes may be combined for singing lessons at the discretion of the teachers; but the teachers of the respective departments will be held responsible for instruction in *theory* of music.

NOTE 3.—*Drill*—In all schools under one teacher, the standard for the second-class shall be the highest required for any class.

NOTE 4.—*Writing*—All writing will be rejected as a failure if there is no attempt made to imitate the copies set.

NOTE 5.—*Arithmetic*—Pupils of girls' schools will not be expected to work discount stocks, or cube root.

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† At examinations only a few well-known dates will be required.

NOTE.—In lieu of the Grammar, Geography, History, or Science prescribed above, a teacher may take up these subjects as prescribed for the Senior or Junior Examinations at the University.

APPENDIX B.

SPECIAL REGULATIONS RELATING TO THE PUBLIC INSTRUCTION DEPARTMENT, EXTRACTED FROM THE "REVISED REGULATIONS UNDER THE PUBLIC SERVICE ACT OF 1895." (5th MAY, 1898.)

DEPARTMENT OF PUBLIC INSTRUCTION.

Appointment of Teachers.

Training and Compulsory Examination.

167. Every applicant for employment as a teacher, unless he be a University graduate, or a person holding a certificate from a training institution recognised by the Board, must show that he has gained in the Colony, either as a pupil in a State School, or otherwise, a sufficient experience of the established Public School system to warrant his employment. Every untrained applicant must undergo a course of training, and every applicant, whether trained or not, must pass the prescribed examinations before being permanently appointed, and must sign an undertaking to accept employment in any locality indicated.

Provisional Appointment without Examination.

168. As a general rule, no person will be appointed as a teacher unless he has been examined and classified. In some cases a teacher may be appointed provisionally who has not undergone examination ; but his appointment will not be ratified until his competency has been tested by examination.

Teachers of Evening Public Schools.

169. No teacher will be appointed to any Evening Public School until he has been trained and classified.

Teachers of Provisional Schools.

170. Teachers of Provisional Schools will be appointed after their competency for the office has been ascertained.

House-to-House Teachers.

171. Teachers (not necessarily trained) may be employed in house-to-house teaching ; they must be persons of good moral character, and must be capable of imparting the rudiments of an English education.

Assistant Teachers.

172. Assistant teachers may be appointed to schools in which the average daily attendance exceeds seventy. They may be

(*a*) Persons who have served for four years as pupil-teachers, or

(*b*) Persons who have been examined and classified.

Pupil-teachers.

173. Pupil-teachers may be employed to serve for not less than four years in any school in which the average attendance has not been less than fifty for the preceding quarter, provided that the teacher of such school holds a classification not lower than Class 2. Candidates for the

office of pupil-teacher must be not less than fourteen nor more than seventeen years of age, and must be free from any bodily infirmity likely to impair their usefulnes. They must also pass an examination in the subjects specified in the Appendix to these Regulations.

Classification, Promotion, &c.

Examination and Classification.

174. The attainments of teachers, students of the Training Schools, and candidates for employment as teachers, shall be tested by written and oral examinations, and their skill in teaching shall be determined by their ability to manage a school or class; and, according to such attainments and skill, they will be classified in the following sections:—The first, or highest, class shall have three sections, distinguished as 1A with Honours, 1A (without Honours), and 1B; the second class shall have three sections, distinguished as 2A with Honours, 2A (without Honours), and 2B; and the third class shall have three sections, distinguished as 3A, 3B, and 3C. A classification awarded to a teacher, a student of a Training School, or a candidate for employment, after his first successful examination, shall be provisional only, and shall be confirmed at the end of three years from the date of examination if the inspectors' reports upon his school work are fully satisfactory: Provided that the classification of any teacher in the School Service shall be liable to reduction or cancellation for inefficiency, gross neglect of duty, or serious misconduct on the part of the person holding such classification. As a rule, a teacher will not be regarded as eligible for examination, with a view to promotion to a higher class, until his provisional classification has been confirmed.

Annual Examinations.

175. An examination of teachers shall be held yearly in each inspector's district. Teachers who desire to be examined, with a view to promotion, must apprise the inspector of their wish at least one month before the date of examination, and furnish him with a list of the alternative subjects, if any, upon which they are prepared for examination.

Subjects of Examination.

176. The subjects in which teachers and pupil-teachers shall be examined for classification are those stated in the Appendix to these Regulations.

Desired Removal or Promotion.

177. Teachers desirous of being removed or promoted must intimate their wishes to the inspector of the district in writing. A list of such teachers will be kept in the Department of Public Instruction.

Removal for Default.

178. A teacher may be removed from the school in which he is employed to another of a lower class, should he fail, through any default on his part, to maintain the requisite number of pupils in average attendance, or to satisfy the conditions of the standard of proficiency.

Promotion for Good Service.

179. Teachers will be promoted from one class to another by examination only. But in each class a teacher may, without examination, be advanced from one section to another in the same class for good service; that is to say, if in the last five years during which he has held his classification his school has increased in efficiency, if the inspectors' reports throughout that period have been satisfactory, and the report for the fifth year indicates that the applicant's practical skill is equal to that required for the section sought, and if his general conduct has been irreproachable.

Eligibility according to Classification.

180. Teachers shall be eligible for appointment to any Public School

or to any boys' or girls' department, in accordance with the following schedule :—

Class of School or Department.	Teacher's Classification.
1	1A.
2	1B.
3	2A.
4	2A.
5	2B.
6	2B.
7	3A.
8	3B.
9	3C.
10	3C.

When a teacher is temporarily in a position above that corresponding to his classification, such salary only will be paid as accords with his classification.

Qualification of Mistresses of Infants' Departments.

181. Every mistress of an infants' department must hold a classification not lower than 2A.

Teachers' Wives to teach Needlework in certain Cases.

182. In a school below the Fourth Class it will be the duty of the teacher's wife to teach needlework to the girls during at least four hours in each week. In forming an estimate of the efficiency of a school the competency and usefulness of the teacher's wife and the time she devotes to school duties will be taken into account.

EMOLUMENTS.

Regulations 183–192 will be found in the body of this Report, in Section II., under the heading "Salaries."

MISCELLANEOUS PROVISIONS.

Default as to Returns or Registers.

193. Negligence in compiling or sending Returns, or in keeping School Registers, shall be reported to the Board, and shall render a teacher liable to a fine, or, if repeated, to a loss of classification.

Penalty for Fraudulent Entries.

194. Any teacher fraudulently making false entries in any register or return will be liable to be dealt with under section 49 of the Act.

Absence from Duty.

195. No teacher shall be absent from duty unless reasonable cause be shown.

Provision in Case of Absence from Illness or other Emergency.

196. If a teacher is prevented by illness or other emergency from attending to duty, the fact shall be immediately reported to the permanent head through the local inspector, and it shall be incumbent upon such teacher to furnish such evidence of his illness or the existence of such emergency as the permanent head may consider necessary. The duties of any absent teacher shall be performed by his fellow teachers without additional salary or remuneration.

Short Leave of Absence.

197. The permanent head, or other officer authorised by the Minister, may, at any time, on sufficient cause being shown, grant any teacher leave of absence not exceeding three days; but all such periods of leave shall be properly recorded in a book to be kept for that purpose.

Leave of Absence for Recreation.

198. Teachers of all schools established under the Public Instruction Act of 1880 shall be entitled to leave of absence during the holidays granted to the pupils of their schools, namely, to one week at Easter two weeks at Midwinter, and four weeks at Christmas, and teachers in the Technical College shall be entitled to the holidays granted to students between the terms as notified in the Technical College Calendar for the year current.

Sick Leave.

199. Leave of absence on account of sickness may be granted to teachers of all ranks for a period not exceeding one month on full salary. In cases of continued illness, extended leave after the expiration of the first month may be granted for a further period not exceeding one month on half salary. Should additional leave be then applied for and granted, payment of salary will be discontinued during such extension, but the Board reserves to itself the right to declare "special" any case in which application is made for leave of absence on account of sickness by a teacher of meritorious service, in which case additional leave may be granted on such terms as the Board may determine.

Provision for Extended Leave.

200. The Board may, with the approval of the Governor, grant to any teacher of twenty years' continuous good service leave of absence, not exceeding six months on half salary, or three months on full salary, or, in case of pressing necessity, may grant leave of absence, without salary, to any officer, and such leave may be in addition to the ordinary leave provided for by Regulation 198.

Duties of Teachers of Trades.

201. Teachers and assistant teachers of fitting and turning, plumbing, carpentry, and manual training must attend at their workshops during the College vacation, for the purpose for putting the tools in proper order, arranging work, or completing models for class instruction, for the preparation of work, or for the discharge of any other duty, as the Superintendent may direct. Teachers of manual training in Public Schools, during the holidays granted to the pupils of the Public Schools, must attend at their workshops for purposes as aforesaid. The teachers and assistants above referred to shall, however, be entitled to receive, during the College vacation, two clear weeks' leave of absence.

APPENDIX TO THE "SPECIAL REGULATIONS."

Subjects of Examination for Teachers and Pupil-Teachers.

For a Third-Class Certificate.

Reading—Full value, 800 marks. Prose and Poetry.

Writing and Dictation—Full value, 1,000 marks. Specimens of Copy-setting in round hand, half-text, and small hand.

Arithmetic—Full value, 1,000 marks. Simple and Compound Rules, Reduction, Proportion, Practice, Simple and Compound Interest, Vulgar and Decimal Fractions.

Text Books—Barnard Smith, Hamblin Smith, Lock's, or an equivalent.

Grammar—Full value, 1,000 marks. Including Accidence, Parsing, Analysis of Sentences, Meanings and Applications of Words, Saxon and Latin Prefixes and Affixes, and Composition.

Text Books—Lennie's Grammar and Laurie's Composition. For special study—The Text-book prescribed for the Junior University Examination of the current year.

Geography—Full value, 800 marks. Europe and Australia in detail. Mapping in connection with those Continents.
Text Books—Hughes' Class Book of Geography.
Geography of New South Wales (Wilkins').

History—Full value, 600 marks. Outlines of British History from the Conquest to the reign of Victoria inclusive; date of Accession of each Sovereign; leading Men; and most important events. General sketch of Australian History.
Text Books—Ransome's History, History of Australia.

School Management—Full value, 800 marks. Organization, Discipline, and Instruction of Schools—in outline.
Text Books—Gladman's School Method.
Public Instruction Act and Regulations.

Domestic Economy — (Female Teachers only)—Full value, 500 marks. Plain Needlework, Food, Clothing, Household Management.
Text Book—Hassell's Domestic Economy.

Drawing—Full value, 500 marks. Blackboard, Freehand.
Text Books—As prescribed in the Standard of Proficiency.

Vocal Music—Full value, 500 marks. Rudiments of Music, either notation.
Text Books—Curwen's Standard Course to Step IV inclusive,
or
Stimpson's Singing Class Book.

For a Second-class Certificate.

Reading—Full value, 500 marks. Prose and Poetry.

Writing—Full value, 500 marks. Specimens of Copy-lines, Ornamental Writing.

Arithmetic—Full value, 1,000 marks. The Full Course, with Elementary Mensuration.
Text Books—Barnard Smith, Hamblin Smith, Lock's, or any equivalent, Todhunter's Mensuration (for Males), Chap. I to XVII, omitting Chap. VI.

Grammar—Full value, 1,000 marks. Including Accidence, Parsing, Derivations, Meaning and uses of Words, Composition, and Analysis.
Text Books—Hunter's Grammar.
Meiklejohn's Book of English.

Subject for Special Study—Same as that prescribed for the Senior University Examination of the current year.

Geography—Full value, 800 marks. Physical Geography. Europe, Australasia, and North America, in detail. Mapping within these limits.
Text Books—W. Hughes' Class Book of Geography, and W. Hughes, Physical Geography, or Geikie's Physical Geography.

History—Full value, 600 marks. British History, from the Conquest to the present time.
Text Books—Ransome's Short History of England.
Australian History.

British Literature—Full value, 600 marks.
Smith's Smaller History of English Literature.

1898—Chapters I to VIII inclusive
1899— „ IX to XIII „
1900— „ XIV to XIX „
1901— „ XX to XXVII „
and so on in cycles of four years.

Also, Smith's Specimens of English Literature for corresponding periods each year.

Art of Teaching—Full value, 1,000 marks. Organization, Discipline, Method, and Instruction of Schools in greater detail.
Text Books—Gladman's School Work.
Public Instruction Act and Regulations.

Sanitary Science (Female Teachers only)—Full value, 500 marks.
Text Book—Willoughby's Public Health and Demography.

Drawing—Full value, 500 marks. Geometrical and Model Drawing.
Text Books—Nesbit and Brown's Handbook of Model and Object Drawing.
Rawle's Practical Plane Geometry.

Vocal Music—Full value, 500 marks. Rudiments of Music, either notation, with increased proficiency.
Text Books—Curwen's Standard Course to Step VI inclusive, or
Dunstan's Teacher's Manual of Music.
Köhler's Elements of Music.
Stainer's Rudiments of Harmony, Chaps. I to IV.

* *Alternative Groups for Males.*

Group I.

Euclid—Full value, 1,000 marks. First three Books of Euclid's Elements, with Deductions.
Algebra—Full value, 1,000 marks. To Quadratic Equations, including Surds.
Text Books—Hamblin Smith, C. Smith's Algebra, or an equivalent.
Todhunter, Hall and Steven's, or an equivalent.

Group II.

Latin—Full value, 2,000 marks. Grammar, Composition. Cæsar: De Bello Gallico Books I to IV inclusive.
Text Books—Dr. Smith's Smaller Latin Grammar. Arnold's Composition (Bradley) to Exercise 40.

Group III.

Euclid—700 marks. Books I and II, with deductions.
Algebra—700 marks. To Quadratics, without Surds.
Science—600 marks. Any one mentioned in Group IV for Females.

* *Alternative Groups for Females.*

Group I.

French—Full value, 2,000 marks. Grammar, Composition. Translation from an easy author.
Text Books—(For translation.) Book prescribed for Junior University of current year.
Havet's French Class Book (complete), or Hallard's French Grammar.

Group II.

Latin—Full value, 2,000 marks. Grammar, Composition. Cæsar: De Bello Gallico, Books, I, II.
Text Books—As for Males.

Group III.

Euclid—Full value, 1,000 marks. Books I and II, with easy Deductions from them.
Text Books—As for Males.
Algebra—Full value, 1,000 marks. To Quadratics, omitting Surds.
Text Books—As for Males.

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*NOTE. These groups of subjects are styled Alternative, because candidates are allowed to choose from them the Group in which they wish to be examined. Candidates are required to confine themselves to one group.

Group IV.

Any two of the following Sciences :—

Experimental Physics—Full value, 1,000 marks.
Text Book—Balfour Stewart's Lessons on Elementary Physics.

Chemistry—Full value, 1,000 marks. Inorganic.
Text Book—Roscoe's Lessons in Elementary Chemistry.

Geology—Full value, 1,000 marks.
Text Book—Geikie's Class Book of Geology.

Botany—Full value, 1,000 marks.
Text Book—Oliver's Lessons in Elementary Botany.

Physiology—Full value, 1,000 marks.
Text Book—Huxley's Lessons in Elementary Physiology.

For a First-class Certificate.

Reading—Full value, 500 marks. Prose and Poetry from a standard author.

Writing—Full value, 500 marks. Specimens of Copy-setting and Letter-writing.

Arithmetic—Full value, 900 marks. The whole theory and practice.
Text Books — Hamblin Smith's Arithmetic.
Colenso's Arithmetic (as revised by Hunter).
Todhunter's Mensuration (for Males only),
Chaps. 1 to 32.

Grammar—Full value, 900 marks. Including Accidence, Parsing, Analysis, Composition, Prosody, and Derivations.
Text Books—Mason's English Grammar.
Meiklejohn's English Language.

Geography—Full value, 800 marks. Physical Geography. Astronomical Geography. Map Drawing.
Text Books — Geikie's Physical Geography.
Lockyer's Astronomy.

Art of Teaching—Full value, 900 marks. Organization, Method, Discipline, with a knowledge of the Constitution of the Human Mind.
Text Books—Bain's Education as a Science.
Baldwin's Elementary Psychology and Education.
Public Instruction Act and Regulations.

anitary Science—(Female Teachers only)—Full value, 500 marks.
Text Book—Willoughby's Public Health and Demography.

Drawing—Full value, 500 marks. To complete the full D Certificate.
Text Book—Dennis' Perspective.

Vocal Music—Full value, 500 marks. Rudiments of Music and Elements of Harmony, either notation.
Text Books—Curwen's Standard Course, or same as for Class II, with Stainer's Rudiments of Harmony, Chapters 1 to 8.

History—Full value, 700 marks. History of England in detail. History of Australia.
Text Books—Gardiner's Students' History, 12s. 6d.
Creasy on the English Constitution. Chapters 10, 11, 15, 16.
History of Australia.

English Literature—Full value, 800 marks.
Smith's Larger History of English Literature.
1898—Chapters I to V inclusive.
1899— „ VI and VII.
1900— „ VIII to X inclusive.
1901— „ XI and XII.
and so on in cycles of four years.

For Special Study—Shakespeare's "Hamlet."
Milton's "Paradise Lost." Book I.
Addison's Essays, 12 (Clarendon edition), Nos. 3, 15, 25, 61, 105, 106 135, 159, 165, 409, 458, 487.
Bacon's Essays, 6. Civil and Moral. Blackie's edition

Alternative Groups for Males.

Group I.

Algebra—Full value, 1,000 marks. Including the Binomial Theorem.
Text Books—Colenso's Algebra, as revised by Hunter, or Hamblin Smith's Algebra, or C. Smith's, or an equivalent.

Euclid—Full value, 1,000 marks. Books I to VI, with Deductions.
Text Books—Mackay's Euclid, or Todhunter's Euclid, or an equivalent.

Plane Trigonometry — Full value, 1,000 marks.
Text Book—Todhunter's Trigonometry for Schools and Colleges.

*Group II.

Latin—Full value, 2,000 marks. Virgil, first two Books of Æneid; Livy, Book 21. Horace's Odes, Books I, II. Questions on Grammar. Composition.
Text Books—Dr. Smith's Larger Latin Grammar.
Abbott's Latin Prose through English Idiom.
Arnold's Latin Prose Composition. (Bradley.)

Greek—Full value, 1,000 marks.
Text Books—Xenophon's "Memorabilia." Books I and II.
Smith's Smaller Greek Grammar.
Abbott's Greek Prose Composition.

French—Full value, 1,000 marks. Grammar, Translation, Composition.
Text Books—Subjects as for Senior University Examination of the current year.
Havet's French Grammar.
Hallard's French Grammar.

German—Full value, 1,000 marks. Grammar, Translation, Composition.
Text Books — Subjects as for Senior University Examination of the current year.
Otto's German Grammar.

†Group III.

Physics—Full value, 750 marks.
Text Book—Ganot's Physics.

Chemistry—Full value, 750 marks. Inorganic.
Text Book—Roscoe's Class Book of Elementary Chemistry (Macmillan).

Geology—Full value, 750 marks.
Text Book — Jukes' or Geikie's Geology.

Botany—Full value, 750 marks.
Text Book—Oliver's Lessons in Elementary Botany.

Physiology—Full value, 750 marks.
Text Book—Huxley's Elementary Lessons in Physiology.

Sanitary Science—Full value, 750 marks.
Text Book—Wilson's Handbook of Hygiene.

Group IV.

Euclid—Full value, 1,000 marks. Books I to VI, with Deductions.
Text Books—As in Group I.

Algebra—Full value, 1,000 marks. Inclusive of the Binomial Theorem.
Text Books—As in Group I.

Latin—Full value, 1,000 marks. Cæsar, De Bello Gallico. First two books. Virgil's Æneid. Book I.
Text Books—as in Group II.

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* Note.—In this group at least two languages must be taken, one of them being Latin.

† Note.—Any *four* of these Sciences may be taken.

Group V.

Euclid—Full value, 1,000 marks. Books I to VI, with Deductions.
Text Books—As in Group I.
Algebra—Full value, 1,000 marks.
Inclusive of the Binomial Theorem.
Text Books—As in Group I.
And any two Sciences of the Science group already specified in Group III. Full value, 1,000 marks.

Group VI.

Latin—Full value, 2,000 marks.
Virgil's Æneid. Books I, II.
Livy. Book XXI.
Horace's Odes. Books I, II.
Grammar and Composition.
Text Books—As in Group II.
Together with any two of the Sciences in Group III. Full value, 1,000 marks.
Text Books—As in Group III.

Alternative Groups for Females.

Group I.

French—Full value, 2,000 marks. Grammar, Translation, Composition.
Text Books—Subjects as for the Senior University Examination of the current year.
Havet's French Grammar.
Hallard's French Grammar.

Group II.

German—Full value, 2,000 marks. Grammar, Translation, Composition.
Text Books—As for Males.

Group III.

Latin—Full value, 2,000 marks. Grammar, Translation, Composition.
Text Books—As for Males.

Group IV.

Euclid—Full value, 1,000 marks. Books I to IV, with Deductions.
Text Books—As for Males.
Algebra—Full value, 1,000 marks. To Quadratic Equations, including Surds.
Text Books—As for Males.

Group V.

Any two of the following Sciences :
Experimental Physics—Full value, 1,000 marks.
Chemistry—Full value, 1,000 marks.
Geology—Full value, 1,000 marks.
Botany—Full value, 1,000 marks.
Physiology—Full value, 1,000 marks.
Text Books—As for Males of First Class.

NOTE 1.—Graduates of any recognised British or Colonial University of not more than five years' standing may be exempted from examination in the Alternative Groups for Class I or Class II.

NOTE 2.—Any Teacher who can show, to the satisfaction of the Minister, that he is unable to take Music or Drawing, may substitute for each or either of these any one of the Sciences specified in Group IV, Class II.

NOTE 3.—Certificates issued to Teachers and Pupil-teachers by the Technical Education Branch in the undermentioned subjects will exempt the holders from further examinations in such subjects :—
Physics, Chemistry, Geology.

Freehand Drawing (second year)—any grade for Teachers and Pupil-teachers.
Model Drawing (first year)—any grade; Perspective Drawing (first year)—any grade—Section 1.
Geometrical Drawing (first year)—any grade.

SUBJECTS OF STUDY FOR PUPIL-TEACHERS.

Before Appointment—*Candidates.*

Reading—Full value, 100 marks. To read an advanced Class Book, sanctioned by the Minister, with ease, fluency, and expression, to spell well, and to understand the meaning of the passage read.

Writing—Full value, 100 marks. Specimens of penmanship, not less than two lines, in round and small hand.

Dictation—Full value, 100 marks. As for a Fourth Class.

Arithmetic—Full value, 100 marks. To know the Arithmetical Tables, and to work the rules in Vulgar Fractions, Proportion, and Practice.

Grammar—Full value, 100 marks. To Parse and Analyse correctly a passage taken from an ordinary Class-book; to know the Elements of Grammar, including Prefixes, Affixes, and Common Roots.

Geography—Full value, 100 marks. To understand the Geographical Terms, to have a general knowledge of the Map of the World, and the Outlines of the Geography of Australia.

Drawing—Full value, 50 marks. Freehand Tests, as prescribed for a Third Class in the Standard of Proficiency.

Vocal Music—Full value, 50 marks, as prescribed for a Third Class in the Standard of Proficiency.

Skill in Teaching—To Teach a Junior Class in the presence of an Inspector.

Pupil-teachers—Class IV.

Reading—Full value, 100 marks. To read the Fifth Reading Book, sanctioned by the Minister, with fluency and expression, give synonymous words and phrases, and answer upon the subject matter; to repeat from memory 50 lines of Poetry.

Writing—Full value, 100 marks. Specimens of copy-setting.

Dictation—Full value, 100 marks. Coutie's Word Expositor, to page 41.

Arithmetic—Full value, 100 marks. To work questions in Proportion, Vulgar and Decimal Fractions, and Practice.

Text Book—Barnard Smith's Arithmetic, Lock's, or an equivalent.

Grammar—Full value, 100 marks. Accidence, Parsing, Analysis, Derivations and Composition.

Text Book—Lennie's Grammar (revised).

Special Text Book—Same as prescribed for Junior Examination for current year.

Geography—Full value, 80 marks. Cycle of study for Pupil-teachers of all classes. Outlines of each continent, together with—

1898—Africa and South America, in detail. Physical Geography, Chaps. I to VI.

1899—Asia and North America in detail. Physical Geography, Chaps. VII and VIII.

1900—Australia and Polynesia, in detail. Physical Geography, Chaps. IX to XI.

1901—Europe, in detail. Physical Geography, Chaps. XII to end.

And so on in cycles of four years.

NOTE.—One question at least may be given on the Geography of New South Wales *in each year*, and Mapping within the limits of each year's study.

Text Books—Taylor's Geography of Australia.
W. Hughes' Class Book of Geography.
W. Hughes' Physical Geography.

History (British and Australian)—Full value, 70 marks. Pupil-teachers of all classes will be expected to have a knowledge of the order and date of Accession of each Sovereign, and of the chief events of each Reign.

Cycle of Special Study for Pupil-teachers of all classes :—

1898—George I to present time. Australian History from 1859 to present date.

1899—Commencement of Book to Stephen (1154). Australian History to 1808.

1900—Henry II to Elizabeth (1603). Australian History to 1851.

1901—James I to Anne (1714). Australian History to 1859.

And so on in cycles of four years.

Text Books—

Ransome's History.

Australian History.

Drawing—Full value, 50 marks. Blackboard Practice.

Vocal Music—Full value, 50 marks. Stimpson's Singing Class Book, Chaps. I to VIII.

Geometry (for Males)—Full value, 100 marks. Euclid. Book I. Props. I to XXVI.

Text Book—Todhunter's Euclid, Hall and Stevens', or an equivalent.

Algebra (for Males)—Full value, 100 marks. Hamblin Smith's or C. Smith's Algebra. Chaps. I to V inclusive.

Latin (for Males)—Full value, 100 marks. *Via Latina*, to Exercise XXV inclusive.

**French* (for Females)—Full value, 100 marks. Macmillan's French Course. First Year.

School Management—Full value, 50 marks. The Kindergarten Principle. Gladman's School Method. Laurie's Kindergarten Manual.

Needlework (for Females)—Full value, 50 marks. 1. In Paper, cut out and tack drawers, chemise, and pinafore. 2. A sampler, showing the various stitches in needlework as done by pupils in Classes 1, 2, 3.

Pupil-teachers—Class III.

Reading—Full value, 100 marks. To read with improved intonation and expression.

Writing—Full value, 100 marks. Specimens of Penmanship ; three hands.

Dictation—Full value, 100 marks. Coutie's Word Expositor, to page 81.

Arithmetic—Full value, 100 marks. Compound Interest, Profit and Loss, and Square Root—as in Barnard Smith's or Lock's Arithmetic.

Grammar—Full value, 100 marks. Accidence, Parsing, Analysis, Derivations, Composition.

Text Books—Lennie's Grammar (revised), and Text Book for Junior Examination of current year.

Geography—Full value, 80 marks. *See* Cycle in Class IV.

Text Books—As for Class IV.

History—Full value, 70 marks. English History. Australian History. *See* Cycle for Class IV.

Drawing—Full value, 50 marks. Freehand Drawing.

Vocal Music—Full value, 50 marks. Stimpson's Singing Class Book, Chaps. IX to XII inclusive.

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NOTE 3.—See also Note 3, at end of page 281 above.

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